# *One size fits all?*

**Does national cultural affects the outcome of a Personal-Development-Plan- meeting?**
**A European case study**

***Master thesis***
***Graduation management sciences***
***(B9431B)***

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***In a bad dream ...***

*the policemen would be German,*

*the car mechanics would be French,*

*the cooks would be English,*

*the innkeepers would be Italian,*

*and the lovers would be Swiss.*

**Abstract**

*Good HR policies should contribute to firm performance. At Energyst Cat® Rental Power (Energyst), like in many other organizations, it is common practice to develop and use uniform HR policies for the total organization with the expectation that the outcome will be the same in all countries. (Energyst) was established in 2004 and is a young pan-European company that wants to strengthen its own identity by investing in the personal development of its international staff. Therefore the Personal Development Plan, a proven Northern American HR practice, was introduced. Increasing evidence suggests that HR practices in the USA may not be optimal in Europe because of cultural, political and institutional differences. The aim of this research was to examine if national culture influences the outcome of a Personal-Development-Plan-meeting (PDP-meeting). The data for this research was collected via a digitally distributed questionnaire. The sample consisted of 143 employees of Energyst working in five different European countries, e.g. the United Kingdom, the Netherlands, France, Germany and Spain. The critical success factors for a successful PDP-meeting; employee's initiative and the coach role of the manager were measured as the focus on personal development. The results indicated that national culture influences the outcome of a PDP-meeting but not as expected in theory. The effects were not significant as the responses from the United Kingdom and Spain violated the assumptions based on Hofstede's scores on national culture. Furthermore this research shows a different experience of the outcome of a PDP-meeting between managers and subordinates which limits the contribution of this HR-tool to firm performance.*

*Keywords: national culture, personal development plan (PDP), initiative, coach, personal development*

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# 1. Introduction

## 1.1 Problem Indication

My job as European Human Resources Manager brings up an extra dimension, working with different nationalities. Practicing personnel management activities and executing HR policies in different European countries result in different effects and outcomes. The local context influences the use of HR practices. Some of them are quite clear like local political or institutional influences. Other aspects are not that explicit or visible like the influence of national culture.

In my current organization Energyst Cat Rental Power (Energyst), like in many other organizations, it is common practice to develop and use uniform HR policies for the total organization with the expectation that the outcomes and results will be the same. For managers there is also a need for equality for all staff. The question is whether this must be the goal of the use of HR policies? What is the purpose of developing and executing HR policies? Good HR policies should contribute to firm performance. This was for certain the intention with the introduction of the Personal Development Plan in 2006. The policy was copied from our founder Caterpillar; a USA based multinational company, as they had already worked out a policy. In 2008 the policy was modified to meet the expectations of the Energyst organization. There was a need for more focus on personal development to improve employee's performance. As Energyst is still a young organization the Group Management wanted to reinforce its own identity. For Energyst, a rental company, the competitive advantage is determined by the ability of employees to translate customer needs into customized solutions.

The PDP-policy from Caterpillar was developed in the USA and it was led to belief that one size fits all, which means that effective HR practices in the USA will also be effective elsewhere in the world. Today this view is being seriously questioned. Increasing evidence suggests that HR practices in the USA may not be optimal in other settings because of cultural, political and institutional differences. As the PDP-policy is a company policy which will not be influenced by the local institutional or political context it is interesting to look at the cultural affects in this process. Do the different national cultures in Europe have an influence on the outcomes of the PDP-meetings which are held at Energyst? If there is an influence will it also affect the organizational performance? Organizational performance is affected by many factors, of which cultural values is just one. Nevertheless if there is a negative influence of national culture on the outcome of the PDP-meeting, the PDP-policy will not contribute to the organizational performance as expected by management. It is therefore that the subject of this thesis will focus on the influence of national culture on the execution of the PDP-policy at Energyst. National culture appears to be an important predictor of HR practices; it is one of those contextual factors which influence HR practices and the HR policy of a firm (Jackson & Schuler, 1995).

## 1.2 Problem statement

In this study a research will be conducted to determine if national culture affects the effectiveness of the PDP-practice at Energyst. It is assumed that if there is no good fit between the cultural context and the PDP-practice that this was negatively affect the organizational performance. The central question that will be investigated in this thesis can be formulated by the following problem statement:

***Does national culture affects the outcome of a performance management practice like Energyst's Personal-Development-Plan-meeting?***

Before answering the research question, a theoretical framework will be presented in chapter two which leads to three hypotheses. In these hypotheses a relationship between national culture and the PDP-meeting is expected as well as a relationship between HR practices and organizational performance, moderated by national culture.

## 1.3 Research Questions

In order to be able to answer the problem statement the following research questions have to be answered:

1. What are the perspectives on national culture and how can it be measured?
2. What are the perspectives on a Personal Development Plan and how can it be measured?
3. Is there a relationship with organizational performance and how can it be measured?
4. How can national culture affect the outcome of a Personal Development Plan meeting?
5. Does national culture affect the outcome of a Personal-Development-Plan meeting at Energyst?

The first four research questions will be of theoretical nature to define the theoretical basis for answering the more practical question, research question five. In order to answer the problem statement the research will be conducted within Energyst, questioning a certain group of employees to their experience with and opinion on the Personal Development Plan meeting. In the next paragraph the company profile of Energyst will be discussed in order to provide a good understanding of the environment of this study.

## 1.4 Energyst

Energyst Cat® Rental Power (Energyst) was established in 2004 and is a young pan-European company providing turnkey rental solutions for power generation and temperature control. Over 2008, Energyst had more than 83 million in revenues, an operating income of more than 3 million

and an average number of 291 employees. By the end of 2008 Energyst had approximately 310 employees.

Energyst was formed by Caterpillar and ten of its Cat dealers in Europe to be the exclusive Cat dealer in Europe for rental power and temperature control solutions. The power generation rental solutions range from 20 kilovolt-ampere up to complete power plant installations. The temperature control rental solutions can be divided into cooling and heating equipment providing air as well as liquid cooling and heating for e.g. shipping companies, production plants, construction sites or events. Furthermore, Energyst also offers a new range of compressed air equipment producing extremely clean, high quality compressed air, free of condensate, which is ideal for instrumentation, process equipment and other sophisticated industrial applications. Energyst has an extensive European network with dedicated sales offices providing full service and equipment support, and, in collaboration with the local Cat Dealers, providing worldwide coverage. Their mission is to 'become the industry leader by providing customers with the most innovative and responsive energy business solutions'.

Energyst has depots in several European countries, namely The Netherlands, Belgium, Germany, France, Spain, United Kingdom, Ireland, Norway and Sweden. In line with a further expansion of its growth in the international power projects business, Energyst has recently established new subsidiaries in Chile and South Africa. The headquarters of Energyst is located in Breda, the Netherlands. A full overview of the organizational structure of Energyst is included in Appendix 1.

Also Energyst could not escape the negative consequences of the current economic crisis. As of January 1st 2009, Energyst has gone through a reorganization which involved:

a. A layoff of 50 employees between January and July 2009 and a second lay off of 20 employees in the third quarter of 2009.
b. A restructuring of its European subsidiaries, from a BU-structure to a regional-structure.
c. As a consequence of this restructuring, each region will have its own regional manager meaning that some former BU-managers are laid-off whereas the remaining BU-managers will have to manage two BU's in two different countries.

### 1.5 Research design and data collection

The type of research that will be conducted in this thesis is a descriptive study. According to Sekaran (2003), descriptive studies are quite frequently undertaken in organizations in order to ascertain and be able to describe the characteristics of a group of employees in a given situation. Whereas qualitative data obtained by interviewing individuals may help the understanding of phenomena at the exploratory stages of a study, quantitative data in terms of frequencies, or mean and standard deviations, become necessary for descriptive studies (Sekaran, 2003). Results of data analysis of descriptive studies do not only offer the researcher a profile of the variables of interest from an individual or organizational perspective but do also provide the

manager with relevant information on which he or she might contemplate some future course of action (Sekaran, 2003).

To answer the first four research questions, which are of theoretical nature a preliminary literature study will be conducted first. To answer these questions a review of existing literature from key academic journals and books in the organizational, cultural and international business literature will be conducted to assure the validity and reliability of the data.

The fifth question is mainly based on empirical research, in which primary data is gathered by mail questionnaires that can be administered electronically. This quantitative research will involve a questionnaire with specified questions about criteria for a successful PDP-meeting. “The main advantage of mail questionnaires is that a wide geographical area can be covered in the survey” (Sekaran, 2003, p. 237). Therefore a mail questionnaire seems most suitable for this study, as the target group, the employees of Energyst, is geographically dispersed. Other advantages of this data collection method are high anonymity, easy to administer, inexpensive, fast delivery, respondents can take more time to answer at their convenience and higher response rates (Sekaran, 2003). The population for this research consists of the workforce of Energyst, from managers to employees, of five European countries; The Netherlands, Germany, The United Kingdom, Spain and France. Not all European countries with an Energyst subsidiary were selected for this research. Some of the subsidiaries are too small to get a valuable outcome. The personnel database of Energyst will be used as the population frame. The data sample will consist of approximately 200 employees. In the second half of September 2009 the mail questionnaires was send to all employees of the selected countries.

### 1.6 Structure of this thesis

In this first chapter an overview of the study was presented, including the problem statement, the research questions, the research methodology and a description of the company at which the research was conducted. In order to give an answer to the problem statement several research questions have to be answered. The next chapters will answer the research questions. The theoretical framework based on a literature review is given in chapter 2. In chapter 2 theories about national culture, the personal development plan as a performance management tool and organizational performance will be explored. The research methodology will be described in chapter 3, followed by chapter 4 in which the results of the empirical study will be discussed. In chapter 5 the conclusion and recommendations will be given. This final chapter will also discuss limitations, managerial/academic relevance of the conducted study and implications for future research.

## 2. Theoretical framework

### 2.1 Introduction

In this chapter the theoretical basis for answering the research question will be defined. In the next paragraphs of this chapter the first four research questions will be answered. First we explore what Human Resource Management studies write about national culture. How can it be defined and how can it be measured? Also the perspectives in Human Resource Management studies on the Personal Development Plan as a Performance Management tool will be described. After that we will define how organizational performance can be measured. Finally, the impact of national culture on a Personal Development Plan meeting and the relationship with organizational performance will be determined. The results of allied studies on national culture and performance management will be used to define hypotheses for this research.

### 2.2 Human Resource Management and perspectives on national cultural

There is discussion about HR practices and the utilization of them worldwide: on the one hand, irrespective of the context, universalistic practices should improve the performance of companies everywhere (Pfeffer, 1994; Huselid, 1995; Koch & McGrath, 1996; Wright, Gardner & Moynihan 2003); on the other hand authors (e.g., Boselie, Paauwe & Jansen, 2001; Paauwe & Boselie, 2003) suggest an impact on the relationship between HRM and firm performance of context and they have shown that culture and institutions vary and HR practices differ according to the context in which they are carried out. Three decades ago, Barrett and Bass (1976) observed that 'most research in industrial and organisational psychology is done within one cultural context. This situation has changed. Researchers have come to realise that the uncritical adaptation of HRM practices and techniques evolved in the context of Western cultural values may not be effective in other socio-cultural environments. Newman and Nollen (1996) showed via financial performance outcomes for work units that firm performance is higher when HR practices are congruent with national culture. Ensuring fit between the cultural context and HRM practices is particularly important for multinational organizations, because, when management practices are inconsistent with deeply held values and expectations, employees are likely to feel dissatisfied, distracted, uncomfortable, confused and uncommitted, and this will result in lowered ability and willingness to perform well (House *et at..* 1997; Newman and Nollen, 1996). National culture appears to be an important predictor of HR practices; it is one of those contextual factors which influence HR practices and the HR policy of a firm (Jackson & Schuler, 1995). To examine the role of cultural context, as primary objective, in design and implementation of HRM practices is called cross-cultural HRM (Aycan, 2005).

While there is increasing acceptance that optimal Human Resource Management practices are likely to vary by country because of cultural differences, there is a lack of cross-cultural research

on the relationship between HRM practices and the performance of international subsidiaries. This is due to the fact that most existing studies on the relationship between Human Resource Management practices and firm performance have been conducted based on USA data (Fey, 2009). It has been argued that the USA is an inappropriate model for Europe (Cox and Cooper 1985; Thurley and Wirdenius 1991; Pieper 1990; Brewster 1994; Brewster 1995b). The vision of Human Resource Management that has come to us in Europe from the USA is culture bound (Trompenaars 1994; Adler and Jelinek 1986) and in particular a view of Human Resource Management as based on the largely unconstrained exercise of managerial autonomy has been attacked as being peculiarly American (Guest 1990; Brewster 1993; Brewster 1995b).

*'In its modern conception, our understanding of management in general, and human resource management in particular, has been heavily influenced by thinking in the USA .This is perhaps not surprising for a country that has been for decades the largest and most powerful economy in the world. Whether the US-derived visions of Human Resource Management apply everywhere in the world is an important question for both theory and practice, since following US perceptions in either area may be detrimental if the theories are not transferable'* (Brewster, 2007). Brewster describes four antecedents that theoretical approaches developed in the USA will not easily apply in Europe and the European conception of Human Resource Management. The first assumption is: 'Less focus on individualism'. Even if the subject is much discussed, there is a dearth of serious empirical data on national cultural differences, but what we have indicates the unusual nature of the USA. It is as one of the most popular commentators in this field wrote, 'quite untypical of the world as a whole' (Trompenaars, 1985). US culture is significantly more individualistic and achievement oriented than most other countries. In Human Resource Management, this translates into a view that business owners should be as free as possible to run their business the way that they want and that individuals have to take individual responsibility for their situation. In Europe the situation is different.

Before understanding the influence of national culture on Human Resource Management practices it is important to characterize national cultures by means of cultural values. National culture is defined as the values, beliefs and assumptions learned in early childhood that distinguish one group of people from another (Beck and Moore 1985, Hofstede 1991). National culture is embedded deeply in everyday life and is relatively impervious to change. National culture is a central organizing principle of employees' understanding of work, their approach to it, and the way in which they expect to be treated. National culture implies that one way of acting or one set of outcomes is preferable to another. To underline the importance of national culture, Hofstede (1980) states in his research on motivation, leadership and organization that organizations may lose their effectiveness if their cultural environment changes. Child's (1981) observation that national culture was woefully underdeveloped conceptually for comparative research has been addressed with several attempts to conceptualize and measure differences in cultures among nations and to relate cultural differences to differences in management practices.

Well-known examples include the international survey results reported in Trompenaars (1993), Hofstede (1991, 1980). The most famous and most widely used of these 'models of cultural dimensions' was developed by Hofstede (1980, 2001). Brons (2005) critiques Hofstede on the grounds that Hofstede regards his measurement as direct although in fact he based his measurement not on actual behaviour but on what people said they would do. This refers to the problem, whether culture is best measured against what people do or against what they think would be appropriate to do. While Brons thinks that actual behaviour is more revealing, Rosenstiel and Koch (2001) come to the conclusion that the correlation between values and behaviour are weak because human behaviour is affected by many factors, of which cultural values is just one. Hofstede's findings have been criticized on a variety of grounds. Despite this, Hofstede's concepts continue to provide the best available basis for thinking about cross-national differences in many aspects of organizational performance (Smith, 1992). Initially Hofstede had defined culture in four dimensions: power distance, individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance. The dimension short term vs. long term oriented was added later (Hofstede & Bond, 1988). For this thesis Hofstede's dimensions are used. As a lot of comparable studies in the field of national culture in relation to HR practices also used Hofstede's dimensions which makes it possible to study their results.

National culture is seen as an important predictor of HR practices and a good way to measure national culture can be done by Hofstede's cultural dimensions. A further elaboration of Hofstede's dimensions that will be used in this thesis is done in paragraph five of this chapter.

## 2.3 Performance management and the Personal Development Plan

The subject of research in this thesis is the Personal Development Plan meeting. The Personal Development Plan is a key component of a Performance Management system because it specifies courses of action to be taken to improve performance (Aguinis, 2007). Performance Management, provided the design and implementation are appropriate, has the potential to affect employee attitudes in a way that makes a significant and positive contribution to company performance, as a number of studies have suggested (Fletcher and Williams, 1997; Nathan et al., 1991; Rheem, 1996; Sparrow and Hiltrop, 1994; Williams, 1991). Performance Management is: *"setting goals, measuring outcomes, and providing feedback to improve future performance"* (Evans, 1992). In theory it is supposed to shape behaviour in the desired direction and to motivate people, by having clear targets, and the possibility to correct behaviour based on the feedback of results (Schneider & Barsoux, 2003). The expression 'performance management' (PM) appeared in the late 1980's and can be regarded as an extension of 'performance appraisal' – a practice used to evaluate an individual employee's past performance. Today, however, performance appraisal is considered as one of several key elements of Performance Management (Tahvanainen, 1998), the others being the communication of company strategy through individual

objective setting, links to training and development planning, and possibly compensation (Mabey and Salaman, 1995).

On an individual level we can monitor progress toward achieving the organizational goals and pinpoint the work and activities of employees that were most important in achieving or not achieving them.

The actions to be taken to improve employee's performance will be specified in the Personal Development Plan. A Performance Management system that lacks information about how to improve performance will not help employees go beyond what they do and know. It is therefore one of the most critical documents in the training and development field (Floodgate and Nixon, 1994). It provides a means of; emphasizing the value of personal learning and growth in relation to performance management. A Personal Development Plan focuses on a short and a long term for employees. Sustain a good level in the current job and become prepared for a future job (Aguinis, 2007). Employees are personally responsible for their contribution to the organizational performance and their own development and career. This means that employees are expected to be accountable for owning the process of drafting a Personal Development Plan, getting support from their manager and being diligent to follow through on agreed-upon actions. But there are more critical success factors. A successful Personal Development Plan can not only be the responsibility of the employee. It is a contract with mutual obligations. From the manager is expected that he coaches and facilitates the employees to achieve their set goals. According to the literature there are three critical success factors to execute an effective Personal Development Plan:

1. The employee is responsible for his own performance and development.
2. The manager must play the role of coach to help the employee to successfully complete his development plan.
3. There must be a mutual understanding between the manager and employee on how personal development gets aligned with the organizational goals.

A Personal Development Plan can, if the implementation is appropriate, as a key component of a Performance Management system, contribute to the organizational performance. A further specification of the influence of national culture on the critical success factors of a Personal Development Plan is worked out in paragraph five of this chapter.

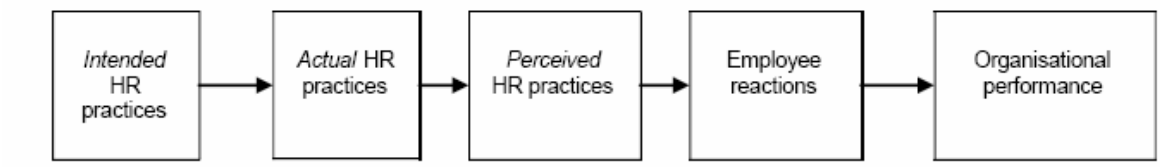
## 2.4 Organizational performance

In the introduction the starting point was that good HR policies should contribute to firm performance. The question is how? Organizational performance can be measured in different ways. Paauwe distinguishes financial measures of performance like e.g., profit, market value of the company, market share or increase in sales or productivity. He also emphasizes the

importance of societal performance, such as fairness and legitimacy and professional performance, such as functional and process integration (Paauwe, 2004). Many studies have been conducted that examine the linkage between investments in human resources and firm performance. The majority of this research reports a positive relationship between so-called ‘‘high performance work practices’’ and different measures of firm performance (Huselid, 1995). How do “high performance work practices” work? This involves studying the difficulties and complexities that can arise in what researchers have called the organisational ‘black box’ (e.g. Purcell et al. 2003; Wright and Gardner 2004). The general principles being developed in this stream of work are not relevant only to high performance work practices but can be applied to any situation in which there is a need for a company’s Human Resources practices to perform more effectively.

The HRM-performance causal chain shows the difficulties and complexities that can arise in what researchers have called the organizational ‘black box’. The focus is on the mediating links from management’s intentions through to whatever notion of organizational performance is desired. The process of Human Resource Management is actually a chain of links in which 1) *intended* HR practices lead to 2) *actual* HR practices, which lead to 3) *perceived* HR practices, and then to 4) employee reactions, and, finally, to 5) organizational performance.

*Figure 1: The HRM-Performance causal chain*




*Source*: adapted from Wright and Gardner (2004); Purcell and Hutchinson (2007)

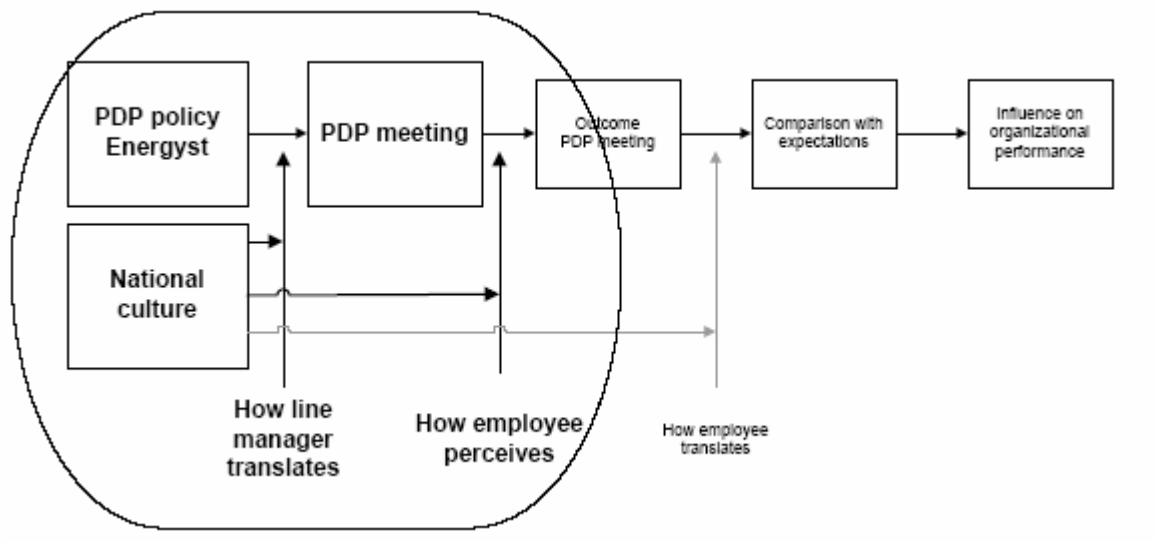
Figure 1 underlines two important facts about the links between HRM and performance. First, it emphasizes that there is often a difference between what management says the company will do and what managers actually do with their staff. Line managers, including supervisors and team leaders, are responsible for converting much of management’s intentions for HRM into actual HR practice, given the resources they have to work with, and their judgments about what will work and what serves their interests. The second vital fact that figure 1 illustrates is that if management wants to bring about valued organizational outcomes, it needs to influence employee beliefs, attitudes and behavior. Employee behavior is critical to whether the desired organizational outcomes will be achieved, and is influenced by employee perceptions of, and their cognitive and affective responses to, HR practices. Major gaps between management intentions and perceived management actions usually undermine employee trust and loyalty and thus affect performance outcomes (Boxall and Macky, 2007). In this study the organizational performance will be measured by the quality of the HRM-performance causal chain (figure 1). It focuses on beliefs,

attitudes and behaviour of management and employees and can therefore directly be related to national culture. Furthermore the general principals can be applied to any situation in which there is a need for a company's Human Resources practices to perform more effectively.

## 2.5 The relationship between national culture and Energyst's PDP-meeting

In this paragraph the relationship between the different research variables will be further specified which will lead to the formulation of the research hypotheses. With the elaboration of the variables the limitation of this study will also be set. In this thesis the interaction between the manager and the employee during the PDP-meeting will be scrutinized. Improvement of employee performance and personal development is a continuous process. All agreed-upon actions will be recorded in a Personal Development Plan form. The results of taken actions will be discussed at least once a year during the PDP-meeting. As the data in this research is collected at a single moment in time this research focuses on the PDP-meeting. The relationship between national culture, organizational performance and the PDP-meeting is outlined in a concrete expression of the HRM-performance causal chain (figure 2).

*Figure 2: Concrete expression of the HRM-Performance causal chain*




National culture is defined as the values, beliefs and assumptions learned in early childhood that distinguish one group of people from another. National culture is embedded deeply in everyday life and is relatively impervious to change. Therefore national culture will influence the way managers convert their intentions for Human Resource Management into actual HR practices and also their opinion on how to influence employee beliefs, attitudes and behavior to achieve valued organizational outcomes. Managers and employee behavior and performance will in this research be defined as competencies. Competencies are observable abilities, skills, knowledge, motivations or traits defined in terms of the behaviours needed for successful job performance

(Louwers, 2007). Competencies as standard definitions make it possible for managers and employees to discuss desired performance and align behaviour.

Literature shows that the organizational performance will be higher when HR practices are congruent with national culture. The notion of managing performance is heavenly embedded in an instrumental view of organizations which might have little appeal to those cultures that see organizations in terms of social relationships where what counts is managing people not tasks. Other cultural assumptions underlying Performance Management systems can also be recognized: that goals can be set and reached (control over the environment), that objectives may de given 6- to 18-month time frames (time can be managed), and that the attainment of goals can be measured (reality is objective). Managers and subordinates are expected to engage in a two-way dialogue to agree on what has to be done, by when and how. This assumes that power differences are not an issue, and that employees have the right of input in determining their goals and are willing to take responsibility (Schneider, 2003, 1988). Researchers Philip Harris and Robert Moran also point out that at the cross-cultural level, how performance is defined and judged is "culture-bound". They see a strong relation between Individualism and performance. In an individualistic society, such as the United States, performance is judged on productivity, timeliness, quality of output, job-specific knowledge and proficiency, with emphasis placed on individual and work outcomes, not on the group and work process (Harris and Moran, 1996). The Personal Development Plan as a key component of a Performance Management system will therefore be most effective in a low Power Distance and high Individualistic culture. As these two cultural dimensions are most direct related to the critical success factors for an effective PDP-meeting Individualism and Power Distance will be the two dimensions that are subject of this research.

### 2.5.1 Individualism (IDV)

The cultural dimension, Individualism appears to be the most significant cultural difference among cultures historically and cross-culturally (Triandis, 2001). Hofstede describes this dimension as follows:

> *Individualism on the one side versus its opposite, collectivism, that is the degree to which individuals are integrated into groups. On the individualist side we find societies in which the ties between individuals are loose: everyone is expected to look after him/herself and his/her immediate family. On the collectivist side, we find societies in which people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty. The word 'collectivism' in this sense has no political meaning: it refers to the group, not to the state. Again, the issue addressed by this dimension is an extremely fundamental one, regarding all societies in the world (Hofstede, 1980).*

The first critical success factor for an effective Personal Development Plan is that the employee is responsible for his own performance and development. Being responsible for improvement of performance and personal development requires various activities of employees which all are based on the competency: Initiative. The definition of the competency Initiative is: "*Taking action based on own beliefs to improve work performance or to create new opportunities. Identifying and dealing with issues proactively and persistently; seizing opportunities that arise"* (Louwers, 2007).

This will lead to the first hypothesis.

**Hypothesis 1:** ***In countries with a high Individualistic culture employees will more often take initiative in a PDP-meeting to determine how to improve their performance then in countries with a low individualistic culture.***

In high performance-oriented (high Individualistic) cultures giving and receiving feedback on individual as well as group performance is preferred. Individuals seek performance feedback and the manner in which feedback is given is direct, explicit and confrontational. In high performance-oriented or low power distance cultures, performance evaluation is conducted systematically once or twice a year, and standard forms of performance evaluation are used to encourage objective assessment of employees by multiple sources. On the other hand, in low performance-oriented, high power distance or high collectivistic cultures, performance evaluation is conducted in an unsystematic way. It involves a top down process in which superiors evaluate the performance of subordinates based on superior's impressions and opinions of colleagues (Aycan et al., 2005).

### 2.5.2 Power Distance Index (PDI)

The second dimension, Power Distance, is closely related to the perception of managers and employees towards each other in the working relation and therefore determines how managers and employees tend to behave in their work environment. Hofstede describes this dimension as follows:

*Power Distance Index that is the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. This represents inequality (more versus less), but defined from below, not from above. It suggests that a society's level of inequality is endorsed by the followers as much as by the leaders. Power and inequality, of course, are extremely fundamental facts of any society and anybody with some international experience will be aware that 'all societies are unequal, but some are more unequal than others' (Hofstede, 1980).*

In research on Power Distance in relation to HR practices it is concluded that in high Power Distance cultural contexts, managers assumed that employees expected close guidance and supervision, rather than autonomy and discretion. This assumption led to lower job enrichment and empowerment in performance management (Aycan et al., 2000). For an effective execution of PDP-meeting as a key component of a Performance Management system managers and subordinates are expected to engage in a two-way dialogue to agree on what has to be done, by when and how. This assumes that power differences are not an issue, (Schneider, 2003, 1988).

The second critical success factor for an effective Personal Development Plan is that the manager must play the role of coach to help the employee to successfully complete his development plan. The definition of the competency Coaching is: *"Stimulate goal achievement by developing knowledge, competencies and talents. Stimulate and motivate employees in there development"* (Louwers, 2007).

A successful coach combines a combination of activities in his approach towards employees. The most important activities of a coach are:

- Sets clear targets and steers on results.
- Is open for and stimulates employee's input to improve performance.
- Motivates and stimulates employees to take their own responsibility in achieving goals
- Gives and receives feedback.
- Is interested in employees and their motivation for performance.

This will lead to the second hypothesis.

**Hypothesis 2:** ***In countries with a low Power Distance culture managers will more often take the role of coach in a PDP meeting then in countries with a high Power Distance culture.***

The third critical success factor for an effective Personal Development Plan is that there must be a mutual understanding between the manager and employee on how personal development gets aligned with the organizational goals. Mutual understanding can not be defined as a competency. Mutual understanding can only then (a causal relation with the first two critical success factors) be achieved if the manager is capable to play his role as coach and the employee takes his responsibility for his own performance. In organizations operating in a high power distance cultural milieu, a superior is expected to make decisions without consulting his or her subordinates. Subordinates are also unwilling to express their opinions and disagreements openly

due to fear of losing face or making someone else loses face (Francesco and Chen, 2000). So mutual understanding is most likely to be achieved in High Individualistic and Low Power Distance culture.

A Personal Development Plan has the goal to improve employee's current performance and stimulate personal development. Training and development activities are the key to organizational survival and growth in today's global competition. Therefore it is of managerial relevance to see if there is a influence of national culture on Personal Development. In cultures where there is a heavy emphasis on performance excellence and quality, there is a large budgetary allocation to and widespread application of training and development activities (Tsang, 1994; Wilkins, 2001).

This will lead to the third hypothesis.

**Hypothesis 3:** ***In countries with a low Power Distance culture managers will more often discuss employees' personal development during a PDP meeting then in countries with a high Power Distance culture.***

### 2.5.3 Research outcomes based on Hofstede's cultural dimensions scores

The Personal Development Plan as a key component of a Performance Management system will be most effective in a cultural environment with a high score on Individualism and a low score on Power Distance. This will be congruent with the National Culture of the USA according to Hofstede's scores on cultural dimensions (table 1). This is not surprisingly due to the fact that Performance Management is a Northern American concept. In this research the possible influence of these two cultural dimensions will be tested independently. The data will be collected from the employees of Energyst located in five European countries, namely The Netherlands, Germany, France, Spain and the United Kingdom. A possible interdependence of the two dimensions, whether this strengthened or weakens the cultural influence, will not be looked in to. In figure 3 we see an overview of the scores on Individualism and Power Distance for the five countries.

*Table 1: Hofstede's scores on cultural dimensions*

| | USA | UK | NL | GER | FR | SP |
|---|---|---|---|---|---|---|
| **IDV** | 91 | 89 | 80 | 67 | 67 | 51 |
| **PD** | 40 | 35 | 38 | 35 | 68 | 57 |

Source: http://www.geert-hofstede.com/hofstede_dimensions.php (October 2009)

It will be assumed that the scores from Hofstede are valid. The results of his research were expressed in scores on a scale from 0 to 100 where a difference of five points or more may be

considered meaningful. Hofstede's (1980) conclusion regarding the importance of cultural values when implementing United States-based management initiatives in foreign affiliates still applies-that is, participative management may not be suitable in countries high in power distance. Our data on cultural value differences support Hofstede (Kirkman and Shapiro, 2001). Based on the scores from Hofstede this means that the PDP-meeting must be most effective in countries like the United Kingdom and the Netherlands. For Germany, France and Spain the outcome is expected to be more varied. Were it is expected that in Germany the manager can take a coach role and Personal Development will be discussed it is not to be expected that the employees will easily take own initiatives to improve their performance.
For France and Spain it is to be expected that with a high Power Distance the manager will more often focus on current performance by controlling employee's daily work. On the other hand can it be expected that French employees will take initiative to improve their performance.

### 2.6 Summary

In this chapter a theoretical framework has been presented to research if and how national culture affects the relation between a PDP-meeting and the organizational performance. This subject is the primary objective of cross-cultural Human Resource Management which is a newly evolving field in international Human Resource Management studies. National culture can be measured by models which map out differences in national culture via cultural dimensions. The most famous and most widely used model of cultural dimensions is Hofstede's model. Hofstede's dimensions are still proven valuable and they can be related to the critical success factors of a Personal Development Plan and will therefore be used in this thesis. This research will be limited to the two cultural dimensions that are most directly related; Individualism and Power Distance.

Actions to be taken to improve personal performance and development can be documented in a PDP-form. This will be discussed at least once a year in a PDP-meeting. There are three critical success factors for an effective Personal Development Plan. 1) The employee is responsible for his own performance and development, 2) the manager must play the role of coach and 3) there must be a mutual understanding of the alignment of goals. The critical success factors are translated into competencies so they can be measured and linked to organizational performance. Organizational performance will be measured via the so called "HRM-performance causal chain". Organizational performance is an outcome of the way managers convert their intentions for Human Resource Management into actual HR practices and their opinion on how to influence employee beliefs, attitudes and behavior to achieve valued organizational outcomes. It is assumed that the way managers do this will be affected by deeply embedded values and beliefs, called national culture. This framework makes it possible to research if and how, the way managers translate the PDP-policy into an actual PDP-meeting is influenced by national culture. In the next chapter the research methodology, the sample and the data collection method will be worked out.

# 3. Research methodology

## 3.1 Introduction

This chapter will elaborate on the methodology employed to conduct the research. First the research design will be discussed, followed by the sample and data collection method. After that, the measurements and control variables used in this study will be described. Finally, the different tests conducted to analyze the data will be discussed.

## 3.2 Research design

For the purpose of this thesis and, hence, in order to test to what extent the PDP-meeting differs among five European subsidiaries within Energyst a descriptive study will be conducted, as descriptive studies are quite frequently undertaken in organizations in order to ascertain and be able to describe the characteristics of a group of employees in a given situation (Sekaran, 2003). Furthermore, a cross-sectional design will be used, meaning that the data will be collected at a single moment in time. Since the interest is in the role and behavior of the employees and the manager during the PDP meeting, the individual will be the unit of analysis in this research.

## 3.3 Data collection

The primary data used in this study has been obtained via quantitative research, involving a questionnaire with specified questions to measure employees' initiative and the role of coach of the manager and his focus on Personal Development during the PDP meeting within Energyst, as quantitative data in terms of frequencies, or mean and standard deviations become necessary for descriptive studies (Sekaran, 2003). The method for data collection and the sample will consecutively be described in the rest of this section.

### 3.3.1 Collection method

To collect data for this research, the questionnaire was developed in Vovici, an online feedback management system, with which one can easily create and distribute surveys, and efficiently collect, analyze and report on the results (See www.vovici.com for more details). On September 16th 2009, the questionnaire was distributed within Energyst in the five European countries. 175 Questionnaires were send electronically to the work email accounts. 23 Employees of the research population could not be reached via a work email address. They received a paper version of the questionnaire at their home address. Simultaneously to the distribution of the questionnaire, an introductory participation request email was sent to the work email account of every employee. The introductory participation request was also attached to the paper version questionnaire as invitation letter. This introduction did include the purpose of the study and a request for participation and also (for the electronic requests only) the actual survey URL-link to access the electronic questionnaire and instructions how to complete it. The employees who

received a paper version received contemporaneously a freepost envelope, so they could send the questionnaire back without a postage stamp required. In the first days I received several complaints from employees with the British nationality that they could not open the questionnaire via the survey URL-link. First it was tried to solve this problem internally by the network administrator. He was not able to solve the problem. The Vovici service desk was then approached to help solve the problem. Vovici service desk was also not able to solve the problem. So it was labeled as major problem and passed through to the second line technical support team from Vovici. The first reminder should be sent one week after the survey was opened. When the first reminder was checked before sending out I accidentally discovered the URL-link problem for the British population. In their invitation the Unsubscribe-URL-link was attached in stead of the survey URL-link. So the first British respondents unsubscribed themselves from the survey in stead of joining the survey. All these early British respondents had to be subscribed again. Later their new invitation was combined with the first reminder for the rest of the research population. 6 Days after the questionnaire was distributed, a first reminder was sent out combined with the renewed invitation to the British population. It was planned that after two, three and four weeks a new reminder was send to all employees. The British population received the first, second and third reminder simultaneously. The next two reminders were send out conform plan. During week 42 of 2009 a new version from Vovici was released. Unfortunately this had as consequence that the last reminder was not send out automatically. Vovici was asked to solve this problem but a proper solution was not presented before closing date of the survey. The last reminder was never send out. Besides the electronic reminders the line managers and HR managers were actively approached to encourage employees to fill in the questionnaire. The closing date of the survey was set at October 16$^{th}$, 2009 assuming that sufficient data could be collected during a month time interval. The survey was kept open one week longer due to the fact that the paper questionnaires had substantial delay. The data from the paper questionnaire respondents was entered into Vovici as well. The survey was officially closed at October 24$^{th}$, 2009. After the closing date the analysis of the data was started.

### 3.3.2 Sample

The primary data for this study were collected from the employees of the Dutch-based multinational corporation Energyst Cat® Rental Power (Energyst), distributed across several international subsidiaries located in five European countries, namely The United Kingdom, the Netherlands, France, Germany and Spain. The research population in this research consisted of the workforce of Energyst, in the named countries, that were employed at the time the survey was administered (second half of September 2009), containing 198 employees, representing all levels, from service support employees to general management. Table 2 gives an overview of the research population.

| **Table 2 : Overview of the research population** |
|---|
| **Nationality:** 30% is British, 34% is Dutch, 11% is French, 13% is German and is 12% is Spanish |
| **Gender:** 19% is female and 81% is male |
| **Age:** 23% is < 30 yrs, 68% is 30 – 50 yrs and 9% is >= 50 yrs |
| **Length of employment:** 50% is < 3yrs, 22% is 3-6 yrs, 17% 6-10 yrs and 11% >= 10 yrs |
| **Job role:** 19% is manager and 81% is subordinate |

In total 198 questionnaires were send out, of which 175 questionnaires were distributed electronically. A paper-version of the questionnaire was send to the remaining 23 employees as they had no work email account. To check the validity of this response group (e.g. can it be assumed that the respondents have given honest answers) the nationalities coupled to the ID-numbers of all employees who received a participation request were compared with the declared nationality coupled to the ID-numbers of all respondents. It was known that not all employees did have the domestic nationality. The cross check showed a deviation of 6 respondents. There were in total 6 respondents with another nationality then the five nationalities of the research sample; British, Dutch, French, German and Spanish. All respondents with an “other” nationality had to be excluded. The sample was reduced to 151 respondents. A second cross check was performed the demographic variables like age, gender, length of employment and job role. All responses of the group in total and on country level felt within the population range and had a similar distribution over the variables. After these cross checks the responses were seen as valid. For the grouping of the respondents on nationality the amount of foreign workers was checked. For these respondents the length of service in the foreign country was compared to the length of service in their domestic country. As all of them had just a short period of foreign work compared to their domestic work experience it was decided that the foreign workers were grouped with the respondents of their nationality. Table 3 gives an overview of the Nationalities and office location of all respondents.

| Table 3: Overview of office location and nationality of respondents | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Office location** | **Nationality** | | | | | | |
| | **British** | **Dutch** | **French** | **German** | **Spanish** | **Others** | **Total** |
| **United Kingdom** | 35 | | | | | 1 | 36 |
| **Netherlands** | 5 | 53 | | 1 | | 2 | 61 |
| **France** | | | 16 | | 1 | | 17 |
| **Germany** | | 1 | | 20 | | 1 | 22 |
| **Spain** | | 1 | | | 18 | 2 | 21 |
| **Total** | 40 | 55 | 16 | 21 | 19 | 6 | 157 |

From the 151 respondents there were 8 respondents who did not complete their questionnaire (entirely). All these 8 respondents did not answer the critical questions about the PDP-meeting so therefore their data was not of use for this research. These 8 respondents were also excluded.

Table 3 gives an overview from the valid responses per nationality. In this table the “other” nationalities are removed from the total population. This led to a correction of roughly minus 1% for Germany and Spain and minus 0.5% for The Netherlands and United Kingdom compared to the overview in table 4.

| Table 4: Overview of valid responses per nationality and in total | | | | |
|---|---|---|---|---|
| **Nationality** | **Population** | **Valid responses** | **Response rate per country** | **Response rate of total** |
| **British** | 68 | 38 | 56% | 20% |
| **Dutch** | 59 | 52 | 88% | 27% |
| **French** | 21 | 16 | 76% | 8% |
| **German** | 23 | 18 | 78% | 9% |
| **Spanish** | 21 | 19 | 90% | 10% |
| **Total** | 192 | 143 | - | **74%** |

It was not expected that the response rate would be this high as almost exactly at the same time there was an Employment Satisfactory Survey send out to all employees of the Energyst organization. This survey is held every two years and was already planned for this period. As there was a deadline for this thesis set the PDP-questionnaire had to be send out in the same

time frame. It looks like it had hardly any influence on the response rate as the response rate of the Employment Satisfactory Survey had the same tendency. The response rate for The United Kingdom was there also low compared to the other responses.

### 3.4 Instrument and measurement

The influence of national culture on the outcome of a PDP-meeting was measured with a new constructed questionnaire. The reason for this was that there was no suitable and proven questionnaire to be found with which all three hypotheses could be answered. The questionnaire was finalized in several steps. At first the two for this research used critical success factors were translated into the competencies; Initiative and Coaching (see chapter 2.5.1 Individualism and 2.5.2 Power Distance). Together with a few Human Resources Management colleagues these competencies were translated into actual behavior. Then there were statements formulated which described the employee's opinion regarding these behaviors. The colleagues helped in the process of getting the statements as clear, straightforward, objective and independent as possible. All preparation was done in English with feedback from a Dutch, Spanish, German and British colleague to avoid a "typical Dutch" approach. After the questionnaire was fit for purpose it was sent to: Elycio (v/h Elsevier) Tekst & Vertaling. Elycio is a professional translation agency who translates documents in the fields of technology, environment, management, IT, Human Resources, Finance and Marketing. Their translations are based on the mother tongue-principle which means that the translation into a certain language is the mother tongue of the translator. The questionnaire was translated from English into Dutch, German, French and Spanish. Then native speaking Energyst colleagues were asked to check if the translations were acceptable and did not loose their purpose due to the translation.

In the questionnaire there was a scale set up of twenty items with three subscales to asses the outcome of the PDP-meeting on 3 different aspects; employee's initiative, the manager's role of coach and the manager's focus on personal development. The first and last aspects were measured with 6 items and the second one with 8 items. Two other items were added. One item was to asses the degree of importance whether the PDP-meeting was held. The other item was to asses the degree of importance of the three goals of a Personal Development Plan; performance appraisal, personal development and room for initiative. The first twenty one items had to be rated on a four point Likert scale, ranging from 1) 'strongly disagree', 2) 'slightly disagree', 3) 'slightly agree', 4) 'strongly agree'. A Likert item is simply a statement which the respondent is asked to evaluate according to any kind of subjective or objective criteria; generally the level of agreement or disagreement is measured. Often five ordered response levels are used, although many psychometricians advocate using seven or nine levels. Based on experiments it is however shown that respondents in general do not make a useful distinction between scales higher than five levels. In this research a four-point scale is used; this is a forced choice method since the

middle option of "Neither agree nor disagree" is not available. Even scales are known as more difficult for respondents but in this case it was the intention that the respondents had (to a certain amount) to (dis)agree with the items as they are all describing actual behavior which will either be performed or not. There is no in between situation. The last item had to be scored by ascribing in total 100% to three goals based on the degree of importance for each goal.

The statements should be seen as activities that would take place during the PDP-meeting. In the introductory participation request and in the questionnaire itself were managers requested to give their opinion on what they expect of their subordinates in the specific situations. This could be useful to estimate whether there is a differences between the managers and employees perception. New employees who not have had a PDP-meeting yet or other employees who not had a PDP-meeting yet were asked to give their opinion about their preferred situation. This leads to responses of either actual or desired situations. Brons critiques Hofstede that he regards his measurement as direct although in fact he based his measurement not on actual behaviour but on what people said they would do. Actual behaviour should be more revealing (Brons, 2005). Rosenstiel and Koch (2001) come to the conclusion that the correlation between values and behaviour are weak because human behaviour is affected by many factors, of which cultural values is just one. So in this research it will not be distinguished whether culture is measured against what people do or against what they think would be appropriate to do. An example of an item of the subscale ‘Initiative’ is: *‘I will actively ask my manager for feedback on how I can improve my performance’.* An example of an item of the subscale ‘Role of Coach’ is: *‘It is not appropriate to give my manager feedback on his leadership”.* An example of an item on the subscale ‘Focus on Personal Development’ is: *‘My personal development will only be discussed if there is enough time left’.* Respondents were asked to indicate the level of their (dis)agreement with each item by checking one of the four alternatives next to each item that comes closest to reflecting their opinion. To prevent response bias the items were not presented together per subscale and some items were negatively formulated. In the final questionnaire all items were interchangeably presented. The questionnaire can yield 5 scores. Each of the three subscales can produce a separate facet score by combining the responses to its own items. Besides that, the importance of the PDP-meeting is measured as well the degree of importance of the three PDP-topics; performance appraisal, personal development and room for initiative. The complete questionnaire used for this study (English version only) is included in Appendix 3.

## 4. Research analysis

### 4.1 Introduction

The survey was kept open one week longer due to the fact that the paper questionnaires had substantial delay. The data from the paper questionnaire respondents was entered into Vovici and the survey was closed. After the closing date the analysis of the data was started. First all data was transferred from Vovici to the statistical software package SPSS. The basic objectives in data analysis are getting a feel for the data, testing the goodness of the data in terms of validity and reliability, and testing the hypotheses developed for the study (Sekaran, 2003), which in turn will be discussed in this section.

### 4.2 Preliminary analyses

For many statistical techniques it is assumed that the distribution of scores on the dependent variable is ‘normal’. Normal is used to describe a symmetrical, bell shaped curve, which has the greatest frequency of scores in the middle, with smaller frequencies towards the extremes (Gravetter and Wallnau, 2004, p. 48). Is this case the normality was assessed for the three subscales; ‘Initiative’, ‘Role of Coach’ and ‘Focus on Personal Development’. In this assessment the distribution of the scores was reasonably ‘normal’. There was a positive Skewness on ‘Focus on Personal Development’ and a negative Skewness on ‘Initiative’ and ‘Role of Coach’. Many scales and measures used in social science have scores that are skewed, either positively or negatively. This does not necessarily indicate a problem with the scale, but rather reflects the underlying nature of the construct. Satisfaction measures, for example, are often negatively skewed. A positive skewness on ‘Focus on Personal Development’ could indicate that people do not see enough development opportunities within the organization and a negative skewness on ‘Initiative’ and ‘Role of Coach’ could indicate on a positive perception of employees own initiative and coaching support from management. There was a positive kurtosis on ‘Role of Coach’ and a negative kurtosis on ‘Initiative’ and ‘Focus on Personal Developments’. A negative kurtosis could indicate too many scores in the extremes. Test for skewness and kurtosis are too sensitive for large samples. Tabachnick and Fidell (2007, p.81) recommend inspecting the shape of the distribution (e.g. using a histogram). Looking at the shape of the histograms of the subscales it seems inappropriate to transform the scores statistically for two reasons. First of all the interdependence of different respondents groups in the sample is of research and will not be influenced by a statistical correction and secondly it can neglect a possible underlying feeling of the respondents.

## 4.3 Factor analysis

Second step was a factor analysis. A Principal Axis Factoring (PAF) was used to determine the validity of the scale and to check if the items of the scale used for this study contributed to the measurement of the different facets (Pallant, 2007). In the first run the 'number of factors' was not specified. This led to a outcome of six factors. The outcome was not representative for this research. Therefore a second run was done whereby the 'number of factors' was maximized to three. The Factor Analysis was conducted in three steps.

### 4.3.1 Assessment suitability of the data for factor analysis

Two statistical measures are generated by SPSS to help assess the factorability of the data: Bartlett's test of Sphericity (Bartlett, 1954), and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (Kaiser, 1970, 1974). Bartlett's test of Sphericity should be significant ($p<.05$) for the factor analysis to be appropriate. The KMO index ranges from 0 to 1, with .60 suggested as the minimum values for a good factor analysis.

**Table 5: KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .813 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1053.989 |
| | df | 190 |
| | Sig. | .000 |

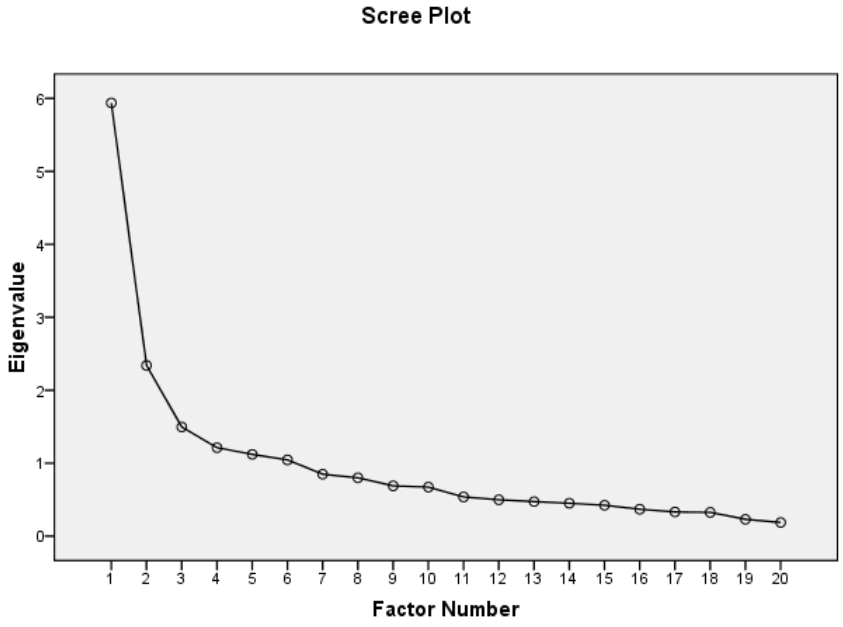
As can be seen from the SPSS-output above, both conditions are satisfied. KMO is .813 (>.60) and Bartlett's test of Sphericity is significant at the .000 level (<.05).

### 4.3.2 Determine the minimum number of components (factor extraction)

The second step is determine how many components to 'extract'. The most frequently used technique to determine the minimum number of components is the Kaiser's criterion (a.k.a. the Eigenvalue rule) which includes that only factors with an Eigenvalue of 1.0 or more are retained for further investigation and the scree test that recommends retaining all components that don't lie on the linear line.

| Table 6: | Total Variance Explained | | | | | | |
|---|---|---|---|---|---|---|---|
| | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings[a] |
| Factor | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total |
| 1 | 5.938 | 29.691 | 29.691 | 5.443 | 27.213 | 27.213 | 5.287 |
| 2 | 2.340 | 11.701 | 41.392 | 1.666 | 8.328 | 35.540 | 1.695 |
| 3 | 1.496 | 7.479 | 48.871 | .878 | 4.388 | 39.928 | 1.623 |
| 4 | 1.214 | 6.068 | 54.939 | | | | |
| 5 | 1.121 | 5.607 | 60.546 | | | | |
| 6 | 1.045 | 5.227 | 65.773 | | | | |

As can be seen from the 'Total Variance Explained'-table, presented above, the first six components recorded Eigenvalue above 1 (see the highlighted numbers). These six components explain a total of 65.773 % of the variance (see highlighted number in 'Cumulative %'-column). Often, using the Kaiser criterion, you will find that too many components are extracted, so it is important to also look at the Screeplot. In the Screeplot you see a break between the third and fourth components. The first three components explain or capture much more of the variance than the remaining components. Looking at the Screeplot it is suggested to retain only three components. This complies also better with the research context.



A third way of determining the number of components to retain is parallel analysis. Hereby the Eigenvalues provided in the total 'Total variance explained' compared with the data of the 'Monte Carlo PCA for Parallel Analysis'. On the basis of three pieces of information; a) the number of variables that are analyzed (20), b) the number of subjects in the sample (143) and c) the number of replications (100). Data will be extracted from 100 sets of random data of the same size as your real data file. The outcome must line by line be compared with the value of the Eigenvalues. Only the Eigenvalues that are larger then the parallel analysis will be retained. In this case the first three components are larger. The result of parallel analysis support the decision derived from the Screeplot to retain only three factors for further investigation. This will be the case for the next steps.

**Table 7: Parallel analysis**

| | Initial Eigenvalues | | | Random Eigenvalues (MonteCarloPA.exe.) | |
|---|---|---|---|---|---|
| Factor | Total | % of Variance | Cumulative % | Total | |
| 1 | 5.938 | 29.691 | 29.691 | 1.7337 | Accept |
| 2 | 2.340 | 11.701 | 41.392 | 1.5917 | Accept |
| 3 | 1.496 | 7.479 | 48.871 | 1.4906 | Accept |
| 4 | 1.214 | 6.068 | 54.989 | 1.4005 | Reject |

### 4.3.3 Factor rotation and interpretation

During this step, SPSS shows you which items clump together on the different factors. The most commonly used technique is Direct Oblimin. Direct Oblimin will also create the Pattern Matrix table in the SPSS-output, which shows the items loadings on the factors that have an Eigenvalue bigger than 1 and will ultimately be used to check which items belong to a particular factor/dimension.

### 4.3.4 Conclusion

The 20 items of the PDP-meeting scale were subjected to principal axis factoring (PAF) using SPSS version 16. Prior to performing PAF, the suitability of data for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many coefficients of .3 and above. The Kaiser-Meyer-Oklin value was .813, exceeding the recommended value of .6 (Kaiser, 1970, 1974) and Bartlett's Test of Sphericity (Bartlett, 1954) reached statistical significance, supporting the factorability of the correlation matrix. Principle axis factoring revealed the presence of three components with Eigenvalues exceeding 1, explaining 29.7%, 11.7% and 7.5% of the variance respectively. An inspection of the Screeplot revealed a clear break after the

third component. Using Catell's (1966) scree test, it was decided to retain the three components for further investigation. This was further supported by the results of the Parallel Analysis, which showed only three components with Eigenvalues exceeding the corresponding criterion values for a randomly generated data matrix of the same size (20 variables x 143 respondents). The three-component solution explained a total of 48.9% of the variance, with Component 1 contributing 29.7%, Component 2 contributing 11.7% and Component 3 contributing 7.5%. To aid in the interpretation of these three components Oblimin rotation was performed. The rotated solution revealed the presence of a simple structure (Thurstone 1947), with all three components showing a number of strong loadings and all variables loading mostly on only one component. So the statistics for this research will be performed on the new constructed three subscales as an outcome of the factor analysis. The new subscales are presented in table 8.

**Table 8: overview of the new subscales** (based on the 20 items of Question 9)

| **Related question** | **Initiative** | **Role of Coach** | **Focus on Personal Development** |
|---|---|---|---|
| Question 9.1 (reverse) | | | Accepted |
| Question 9.3 | Accepted | | |
| Question 9.4 | | Accepted | |
| Question 9.6 | | Accepted | |
| Question 9.8 | | Accepted | |
| Question 9.10 | | Accepted | |
| Question 9.12 (reverse) | | | Accepted |
| Question 9.13 | Accepted | | |
| Question 9.15 (reverse) | Accepted | | |
| Question 9.16 (reverse) | | Accepted | |
| Question 9.17 (reverse) | | Accepted | |
| Question 9.18 (reverse) | Accepted | | |

### 4.4 Reliability analysis

Additionally, a reliability analysis was conducted to determine the reliability of the new subscales which were made up based on the outcome of the factor analysis. The reliability indicates how well the items, measuring a concept, are connected as a set (Sekaran, 2003). Normally it depends on three conditions (Pallant, 2007). First, 'Cronbach's alpha', a reliability coefficient that shows how well the items in a set are positively correlated to one another, has to be higher than .60. Second the 'Corrected Item-Total Correlation' per item needs to be higher than .30. Third, the 'Cronbach's alpha if item deleted' has to be smaller than the current 'Cronbach's alpha' (Pallant, 2007). Cronbach's alpha values are, however, quite sensitive to the number of items in the scale. With short scales (e.g. scales with fewer then ten items), it is common to find quit low Cronbach

values (e.g. .5). In this case it may be more appropriate to report the mean inter-item correlation for the items. Briggs and Cheek (1986) recommend an optimal range for the inter-item correlation of .2 to .4.

### 4.4.1 Subscale Initiative

- There were no negative values at the Inter-Item Correlation Matrix.
- The Cronbach's Alpha value is .57.
- The mean inter-item correlation .26.
- The corrected item-total correlation of each item does not score less then .3.
- No specific items will positively impact the Cronbach's Alpha if deleted.

### 4.4.2 Subscale Role of Coach

- There were no negative values at the Inter-Item Correlation Matrix.
- The Cronbach's Alpha value is .83.
- The mean inter-item correlation .45.
- The corrected item-total correlation of each item does not score less then .3.
- No specific items will positively impact the Cronbach's Alpha if deleted.

### 4.4.3 Subscale Focus on Personal Development

- There were no negative values at the Inter-Item Correlation Matrix.
- The Cronbach's Alpha value is .50.
- The mean inter-item correlation .34.
- The corrected item-total correlation of each item does not score less then .3.
- No specific items will positively impact the Cronbach's Alpha if deleted.

### 4.4.4 Summary

After the factor analysis new subscales were based on the analysis of the underlying assumptions. After the reliability analyses we can conclude that the subscale Role of Coach has the strongest correlation. Initiative a good correlation and Focus on Personal Development has the weakest correlation. All subscales have a sufficient internal consistency for further statistical analyses.

## 4.5 One-way analysis of variance (ANOVA)

### 4.5.1 Subscale Initiative

A one-way analysis of variance, between nationalities, was conducted to the impact of culture on the degree of Initiative, as measured by the PDP-meeting 2009 questionnaire. Subjects were divided into five groups according to their nationality (British, Dutch, French, German and Spanish). There was no statistically significant difference at the $p<.05$ level in the scores for the five nationalities. $F(4, 138) = 1.6$, $p = .17$. The actual difference in mean scores between the groups was quite small. The effect size, calculated using eta squared was .05 which in Cohen's classification would be considered as a medium effect. This indicates that although the actual difference in mean scores between the groups was quite small that with a not that big sample size ($N = 143$) the effect can be seen as medium. Post hoc comparisons using the Tukey HSD test indicated that the mean score for the different groups show a remarkable as up front expected based Hofstede's cultural dimensions scores.

### 4.5.2 Subscale Role of Coach

A one-way analysis of variance, between nationalities, was conducted to the impact of culture on the degree of the Role of Coach, as measured by the PDP-meeting 2009 questionnaire. Subjects were divided into five groups according to their nationality (British, Dutch, French, German and Spanish). There was a statistically significant difference at the $p<.05$ level in the scores for the five nationalities. $F(4, 138) = 1.6$, $p = .03$. Although reaching statistical significance, the actual difference in mean scores between the groups was quite small. The effect size, calculated using eta squared was .07 which in Cohen's classification would be considered as a medium effect.

### 4.5.3 Subscale Focus on Personal Development

A one-way analysis of variance, between nationalities, was conducted to the impact of culture on the degree of Focus on Personal Development, as measured by the PDP-meeting 2009 questionnaire. Subjects were divided into five groups according to their nationality (British, Dutch, French, German and Spanish). There was a statistically significant difference at the $p<.05$ level in the scores for the five nationalities. $F(4, 138) = 1.6$, $p = .004$. The statistical difference was most significance for this (total) variable. The effect size, calculated using eta squared was .10 which in Cohen's classification would be considered as a medium to large effect.
This indicates that although the actual difference in mean scores between the groups was quite small that with a not that big sample size ($N = 143$) the effect can be seen as medium. Post hoc comparisons using the Tukey HSD test indicated that the mean score for the different groups show a remarkable as up front expected based Hofstede's cultural dimensions scores.

### 4.5.4 Summary

The one-way analysis of variance, between the five nationalities and the three (total) variables led to a statistical significant differences for two (Role of Coach and Focus on Personal Development) of the three subscales. Although mean scores between groups did not differ a lot for all subscales the effect size is calculated as medium to large. Of most interest are the mean scores compared with the scores on Hofstede's cultural dimensions.

## 4.6 Two-way analysis of variance (ANOVA)

### 4.6.1 Differences between job role, nationality and scores on (total) variables

A two way between groups analysis of variance was conducted to explore the impact of nationality and job role on the different (total) variables; Initiative, Role of Coach, Focus on Personal Development as measured by the PDP-meeting 2009 questionnaire. There were five nationalities (British, Dutch, French, German and Spanish) and two job roles (manager and subordinate). There were no statistically significant main effects for nationality or job role on these three variables.

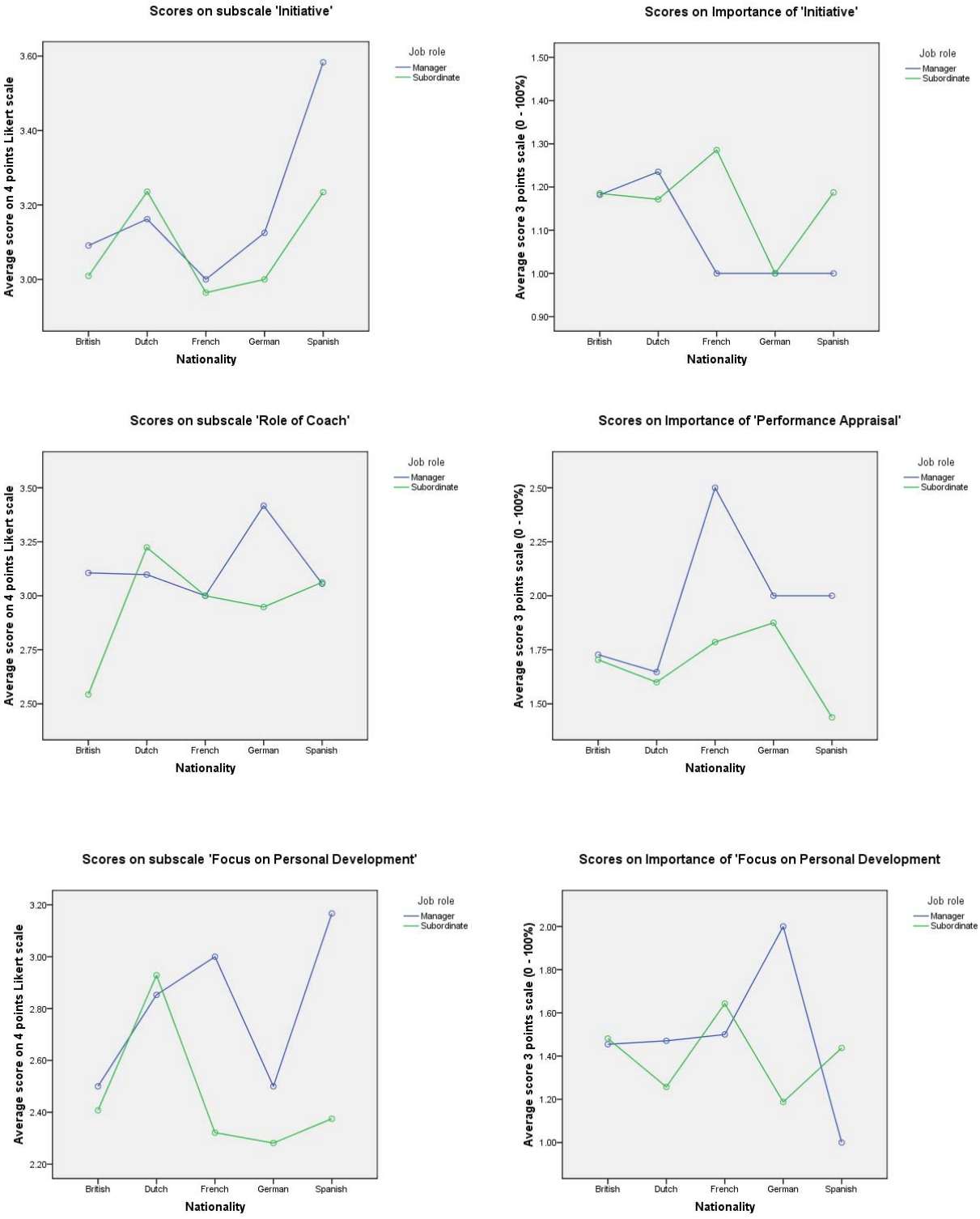
### 4.6.2 Differences between job role, nationality and scores on importance

A two way between groups analysis of variance was conducted to explore the impact of nationality and job role on the score on importance of; Initiative, Performance Appraisal, Personal Development as measured by the PDP-meeting 2009 questionnaire. As the scores on these items were originally continuous variables they were transformed into three groups of ordinal variables to conduct an analysis of variance; 1) low importance, the scores of 0 – 34%, 2) mean importance, the scores of 35 – 67% and 3) high importance, the scores of 68 – 100%. There were five nationalities (British, Dutch, French, German and Spanish) and two job roles (manager and subordinate). There were no statistically significant main effects for nationality or job role on these three variables.

### 4.6.3 Summary

Both two-way analysis of variance, between the five nationalities, the job role and the three (total) variables led to no statistical significant differences. Although statistically conclusions can not be done the tests do give tendencies on the differences between the scores of management and subordinates. Secondly it is interesting to compare the scores on the three (total) variables and the scores on the variables of Importance. In general all subjects whatever their nationality score high on the (total) variables and score relatively low on the variables of importance. For an overview of the results see attachment 6. In graphic summary is shown in figure 3.

## Figure 3: Line graphs of the scores on the different subscales



## 4.7 T-test; comparing the mean of Hofstede's dimensions and the hypotheses

### 4.7.1 Introduction

To test the three hypotheses of this research a independent samples T-test is performed. First the data had to be prepared to run this test. In chapter 2.5 Hofstede's scores on the cultural dimensions Individualism and Power Distance were mentioned. Hofstede's scores were expressed on a scale from 0 to 100 where a difference of five points or more may be considered meaningful. Although there meaningful differences in the sample nationalities. The scores are relatively close to each other. The mean for the scores on Individualism is set on 75 with a scale range of 50. All scores above 75 are considered as 'high Individualism' and all scores below 75 are considered as 'low Individualism'. The mean for the scores on Power Distance is set on 50 with a scale range of 50. All scores above 50 are considered as 'high Power Distance' and all scores below 50 are considered as 'low Power Distance'. This leads to the following classification.

| Table 9 | British | Dutch | French | German | Spanish |
|---|---|---|---|---|---|
| Individualism | High | High | Low | Low | Low |
| Power Distance | Low | Low | High | Low | High |

### 4.7.2 Hypothesis 1

An independent-samples t-test was conducted to compare the Initiative scores for low and high Individualism. There was no significant difference in scores for Low Individualism (M = 3.1, SD = .55) and High Individualism (M = 3.1, SD = .53); t (141) = -.4, p = .7 (two tailed). The magnitude of the differences in the means (mean difference = -.04, 95%CI: -.22 to .15 was very small (eta squared = .001).

### 4.7.3 Hypothesis 2

An independent-samples t-test was conducted to compare the Initiative scores for low and high Individualism. There was no significant difference in scores for Low Power Distance (M = 2.9, SD = .51) and High Power Distance (M = 2.9, SD = .66); t (141) = .24, p = .81 (two tailed). The magnitude of the differences in the means (mean difference = .25, 95%CI: -.18 to .24 was very small (eta squared = .000).

### 4.7.4 Hypothesis 3

An independent-samples t-test was conducted to compare the 'Focus on Personal Development' scores for low and high Power Distance. There was no significant difference in scores for Low Power Distance (M = 2.6, SD = .76) and High Power Distance (M = 2.5, SD = .69);

t (141) = 1.26, p = .21 (two tailed). The magnitude of the differences in the means (mean difference = .18, 95%Cl: -.10 to .47 was very small (eta squared = .000).

### 4.7.5 Summary

The T-test shows the statistical significance of the three hypotheses. The interesting outcome of exploring the data of this sample is that the scores from the subjects with the British and Spanish nationality show a deviated pattern compared with the expected outcome from Hofstede's scores on the two cultural dimensions Individualism and Power Distance. This impression can be underpinned by a series of T-tests with the assumption that the subjects of the sample with the British and Spanish nationality were converted (e.g. score as expected by Hofstede). With this 'virtual sample' all three hypotheses were statistically significant. In the real world unfortunately all three hypotheses were rejected. See table 9 for a summary of the hypotheses.

**Table 10**

| **Hypothesis** | **Accepted** |
|---|---|
| 1. In countries with a high Individualistic culture employees will more often take initiative in a PDP-meeting to determine how to improve their performance then in countries with a low individualistic culture. | No |
| 2. In countries with a low Power Distance culture managers will more often take the role of coach in a PDP meeting then in countries with a high Power Distance culture. | No |
| 3. In countries with a low Power Distance culture managers will more often discuss employees' personal development during a PDP meeting then in countries with a high Power Distance culture. | No |

See for a complete overview of the results in appendix 4) Factor Analysis, 5) Reliability Analysis, 6) Two ANOVA and 7) T-test.

## 5. Conclusions and discussion

### 5.1 General conclusions and discussion

In this research it was assumed that Hofstede scores on the two cultural dimensions; Initiative and Power Distance for the five European countries the United Kingdom, the Netherlands, France, Germany and Spain are valid. This means that the United Kingdom and the Netherlands score high on Individualism and France, Germany and Spain score low. For Power Distance the United Kingdom, the Netherlands and Germany score low and France and Spain score high. This assessment is based on the mutual relationship. For comparison the world average scores for Hofstede's dimensions on Individualism is 40 and for Power Distance is 52. (Source: http://www.geert-hofstede.com/hofstede_dimensions.php , October 2009). Although there was no statistical significant difference there are some trends that will be evaluated in this chapter.

In general it can be concluded that the average scores on the three subscales are relatively high. The questions to test the hypotheses were based on an evaluation of a recent PDP-meeting (Introduction of question 9 of the questionnaire says: *'Review recent PDP-meeting(s). If not possible give your opinion on a preferred situation'*; the total questionnaire is in attachment?). This leads to responses the actual or desired reality. Brons (2005) critiques Hofstede that actual behaviour should be more revealing (Brons, 2005). Rosenstiel and Koch (2001) come to the conclusion that the correlation between values and behaviour are weak because human behaviour is affected by many factors, of which cultural values is just one.

There was a negative skewness on the subscales 'Initiative' and 'Role of Coach' that could indicate on a too positive perception of employee's own initiative and coaching support from management. A positive skewness on 'Focus on Personal Development' could indicate that people do not see enough development opportunities within the organization.

The average scores for all subjects (managers and subordinates) per country on the subscale, 'Initiative' are the highest. From slightly agree to strongly agree. This means that all respondents conclude that employee's initiative during the PDP-meeting is sufficient. The tendency on Hofstede's score on Individualism linked to the subscale 'Initiative' is violated by the United Kingdom and Spain. The British respondents score as low as low individualistic cultures like France and Germany. Respondents from Spain on the other hand score extremely high (the highest score of the sample) on the 'Initiative' subscale. On the subscale 'Role of Coach' the Netherlands, France, Germany and Spain have a similar score. This subscale is also violated by the respondents of the United Kingdom. They score low on Power Distance but also have the lowest score on the subscale 'Role of Coach'. The total score on the subscale 'Focus on Personal Development' is the lowest compared to the other two subscales, with exception of the

Netherlands. This implies that although initiative of employees and the coaching role of the manager is positively rewarded the possibilities for personal development in the United Kingdom, France, Germany and Spain are not seen as positive.

In the theoretical framework it was assumed that the PDP-meeting should be most effective in countries like the United Kingdom and the Netherlands. For the Netherlands this research shows an outcome as expected. The United Kingdom shows a far more negative outcome then upfront expected. This outcome can not be explained by other researches with supportive results. There is no literature found in where the influence of national culture was measured as negative as the scores of the United Kingdom respondents in this sample. An indicator for a negative perception on the PDP-meeting might be found in the low response rate. There was also a low response rate on the Employment Satisfactory Survey that was conducted in the same period at Energyst. A second indicator for a negative evaluation of the PDP-meeting can be found in the comments made in reply on the open question in the questionnaire: '*Is there anything you would like to see changed in the PDP-meeting(s)?'* First, the responses on this question were the highest for British respondents. Secondly all answer had a negative tendency. Examples of answers are:

1 *'Would be nicer if pdp meetings were scheduled such way that employees must not have the impression that managers do it because they are obliged to hold pdp's.'*
2 *'Targets, as we have no bench mark to go against. Have been with the company 2+ years and only had 1 PDP last dec ( 2008 ) still not had the 6 monthly review this year, so what is the point !!!!! I have asked for training for over 2 years and have had nothing, the company says it wants to put people first and train them, show us where this as happened.'*
3 *Yes, I would like to see what is discussed followed up and not brushed under the carpet until the next year. If at all as I haven't had an appraisal for a long time - even then I doubt anything will be done about it. I.E Training'.*
4 *'ACTUAL FOLLOW UP ON PDP MEETINGS ID PERSONAL DEVELOPMENT TURNING INTO RELALITY.'*

From these answers it can be concluded that the majority of the British respondents (25 negative comments out of 38 respondents) are not satisfied with the way PDP-meetings are held and especially the lack of room for personal development. Another not expected and negative outcome was a very low score on the subscale 'Focus on Personal Development' for Germany. Being a low Power Distance culture this should be scored higher. There is no specific explanation found in the additional comments of the questionnaire on this topic.

The Spanish respondents violated Hofstede's scores by scoring far more positive on all subscales then to be expected. Different research has been conducted on the phenomenon, called 'socially desirable responding'. In the introduction of this thesis the organization of the sample had, due to economic downturn, to reorganize twice this year, which in total led to a personnel reduction of 25%. Job uncertainty therefore can be a ground for desired answers. Both individualism and

collectivism may be associated with socially desirable response styles but in distinct ways. A primary goal associated with individualism is to view the self in unique and positive terms, but a primary concern associated with collectivism is to save face and maintain good relationships with others. This suggests that whereas those with an individualistic orientation or cultural background may have a motivation to present themselves as being better or more capable than others, those with a collectivistic orientation or cultural background may have a tendency to give false or deceptive responses to questions to harmoniously fit in and gain social approval (Lalwani and Shavitt, 2006). Job insecurity can be a strong indicator for the need for social approval for the Spanish respondents.

Based on these conclusions it is suggested to work out the possibilities for personal development in a more concrete way as it seems unclear what could be expected on this subject. This must be looked into specifically for the British organization of Energyst. Secondly the (job) insecurity of the Spanish respondents must be reduced to avoid a big effect of social desired responses in their performance towards the organization.

## 5.2 Conclusions and discussion on the HRM-performance causal chain

In order to see the practical implications of this research on the effects of the HRM-performance causal chain the differences between the scores of the managers and subordinates on the different subscales must be evaluated. If there is a big difference in the scores between managers and subordinates on any subscale this will negatively influence the outcome of the PDP-meeting. In addition if there is also a difference between reality and the given importance on the different subjects of the PDP-meeting the negative evaluation by employees will be stronger. The respondents of the United Kingdom scored low on all subscales. Managers and subordinates had a similar score on ‘Focus on Personal Development’ and ‘Initiative’. The score on the ‘Role of Coach’ is far more positive by the managers then the subordinates which can be an important indicator for the negative overall score. It shows that the managers in the United Kingdom evaluate their role as coach far more positive. Both the managers and subordinates find the ‘Focus on Personal Development’ an important topic for the PDP-meeting. The negative evaluation of the PDP-meeting can be caused by the poor perceived coaching role of the managers.

The different respondents, managers and subordinates, from the Netherlands have a congruent score pattern on all three subscales. As mentioned above the outcome of the scores on the subscales was also as to be expected compared to Hofstede’s scores. There is a great mutual understanding on the execution of the PDP-meeting. These outcomes are also congruent with the importance that is given to the topics ‘room for initiative’ and ‘personal development’.

The French managers and subordinates have a similar score on ‘Initiative’ and the ‘Role of Coach’. The ‘Focus on Personal Development’ is scored much higher by French management then the subordinates. So French subordinates see fewer opportunities for personal development then their managers. The importance scored on ‘personal development’ is a little higher for the subordinates. It seems that French managers think personal development is much better covered during the PDP-meeting then it is experienced by the employees. Interesting detail is that the French managers score much higher on the importance of the performance appraisal then the subordinates. This can be an explanation for the different experience on personal development.

The German managers and subordinates score similar on the subscale ‘Initiative’ but there is a high difference in scores on ‘Role of Coach’ and also a smaller difference in the score on ‘Focus on Personal Development’ where the managers score more positive then the subordinates. The scores on the degree of importance of ‘Initiative’ during the PDP-meeting are congruent between these two job roles but there is an inconsistency in the score on the importance of ‘personal development’. The German managers score the importance of ‘personal development’ much higher then their subordinates. So it can be concluded that although the German managers give a positive few on their coaching style and attention for personal development the German employees perceive this less positive then there managers.

The Spanish managers and subordinates score alike on the subscale ‘Role of Coach’ but differ in the scores on the two others subscales where the managers score far more positive then the subordinates. The Spanish managers score relatively low on the importance of ‘initiative’ of employees but in practice they score high on the subscale ‘Initiative’. The subordinates score higher on the importance of ‘initiative’ then their managers but in practice they will not easily take initiative as it is perceived by their managers. The importance for ‘personal development’ is scored moderate by all Spanish respondents compared to the other nationalities. But here also, the perception of managers and subordinates on importance of ‘personal development’ and the reality of ‘Focus on Personal Development’ is incongruent where managers see reality more positive then their subordinates.

### 5.3 Summary

It can be concluded that there is incongruence for the United Kingdom, France, Germany and Spain in the actual outcome of the PDP-meeting and the importance that is given to the different subjects of the PDP-meeting. Although the differences in scores between managers and subordinates stay mostly in the range of plus or minus one point on the Likert scale (in this research a four point scale) there are certainly some perceived incongruences in the advisability

of the outcome of the PDP-meeting. The HRM-performance causal chain highlights the importance of a good translation of the PDP-policy into intentional management and employee behaviour. The execution of the PDP-meeting will be most effective if their intentions and behaviour is congruent. Congruent behaviour should result in a positive translation of the outcome of the meeting by the employee and therefore contribute to the organizational performance. The incongruences in the results of this research reduce a positive contribution to the organizational performance and therefore show room for improvement.

## 6. Limitations and recommendations for future research

This study makes a contribution to studies of cultural influences on execution and outcome of HR practices. It explored the influence of national culture on the outcome of a PDP-meeting in five European countries at the Energyst organization. Nevertheless, there are some limitations to the current study which will be described below, and if necessary, complementing recommendations will be given. At first, the research is only done in a single pan-European (industrial) organization that operates in the profit sector. So, it is not known if the results are generalizable. Can they, for instance, also be applied to non-profit organizations or bigger multinational organizations. Future research should/could therefore also focus on other organizational types (different sizes, other sectors) to find more results. Second, this research is conducted on the basis of a digital questionnaire which contained new own designed scales and questions. After the factor analysis and reliability analysis it was concluded that the intercorrelation of the variable sets was not optimal and the validity of the hypothesis was checked on constructed variables with lesser questions per variable. The not proven quality of the questionnaire could have influenced the quality of the response. Therefore, it is advisable to re-use and where necessary improve the questionnaire in future research. Third, in this research the influence of the two cultural dimensions; Individualism and Power Distance on the outcome of the PDP-meeting was tested independently for each of the dimensions. If there is interdependency between the two variables, this should be subject for future research as well to see whether this influences the outcome.

Although there may be some areas of universality in HRM, it may well be that geographical settings affect which HRM practices are suitable. Likewise, there is growing agreement in the HRM literature that positing a direct relationship between HRM practices and firm performance is too simplistic, and that mediating variables are needed to augment our understanding of how HRM influences firm performance (Fey, et.al. 2009).

***But a dream comes true if ...***

*the policemen would be English,*

*the car mechanics would be German,*

*the cooks would be French,*

*the innkeepers would be Swiss,*

*and the lovers would be Italian.*

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# EFM F.7.0 PERSONAL AND PERFORMANCE DEVELOPMENT PLANNING & REVIEW

## 1 Introduction

As every organization we need to achieve certain goals to be successful. You are paid to perform work that needs to be done to accomplish those goals. With our performance management system we can monitor progress toward achieving its goals and pinpoint the work and activities that were most important in achieving or not achieving them. It gives feedback to redefine goals or to set new ones, and to keep building on the successes it has achieved. Conversely, an organization without a performance management system runs the danger of drifting off course in trying to achieve its goals, without understanding why, and ultimately of failing those it serves and those it employs.

We value you and we want to pay real and honest attention to your well being and your development. This process is also important as it contributes to development and motivation of you and to reach your full potential by improving your performance. It is a proven fact that measuring the performance and development does not only give huge positive influence on motivation and professional development, but it also improves the total performance of the unit/company.

## 2 Objective

Based on the Energyst strategy the management team formulates each year a set of business key objectives. These objectives are incorporated into the objectives of the management team. In the same way your manager will have a set of objectives, which follow directly from the Energyst business key objectives and in the same way your objectives will need to follow directly from your manager's, and so on.
The purpose of this document is to **outline a process whereby the overall Energyst business key objectives are cascaded throughout the whole company**. In other words; we translate the Energyst strategy into personal objectives for each individual employee.
In this way we aim to create and maintain a productive work environment in which employee satisfaction is attained with high levels of personal growth and achievement.

Added to this, we seek to formulate objectives concerning your career development and to see how Energyst can facilitate you in your career development.

## 3. Procedure

Appendix A contains a document called **"Personal Development and Performance Development Planning Form"** (PDP² form). Your manager will work with you to complete this form. First your manager will inform you about his objectives and ask you to prepare a draft version of your own PDP² Form (see below for further detailed instructions). This involves formulating the scope of your job, expectations/responsibilities and job objectives & results - linked to your manager's objectives, any additional objectives as identified by yourself, as well as objectives concerning your career development amd questions about your career development in general. Your manager will then discuss this draft with you, to come to mutual agreement on objectives and timelines for this year and finalise the PDP² form.
If you feel you need some **additional training** to meet all the set objectives as well as for your (next) career step, discuss this with your manager and list it on the PDP² form.

Upon completion of the PDP² Form, you and your manager, as well as the manager of your manager and your HR officer will sign the form. Send a copy to your HR department for your personnel file.

### 3.1. A. Preparation of Expectations/Responsibilities

- Principal Responsibilities Performance: these are brief titles describing major areas of accountability that should link to the business and position expectations (refer also to job description). Keep to about three to five Job Objectives & Results,
- Job Objectives & Results: these should include what needs to be accomplished and how. Formulate these SMART (Specific, Measurable, Attainable, Realistic and Trackable). Describe the Result you expect, the tool you use and formulate a Key Performance Indicator. Job Objectives & Results may be either quantifiable or verifiable. For example “number of sales calls” is quantifiable; “completion of a project on budget and on time” is verifiable
- Results Mid Review: during the summer a mid review takes place: during that meeting it is discussed how progress takes place: is it according to schedule (P), does it need attention to reach objectives (A) or is nothing happened yet (NS) (see 4).
- Results Appraisal: at the end of the year appraisal takes place: has objectives been met, not met or exceeded (see 4).

### 3.2. B. Preparation of Career Development

- Basis of assessment: fill it the level of experience to give context to your career development
- Next Career Step: discuss with your manager in what direction you would prefer your next career step and how much time you expect yourself you need for that
- Fields of Expertise: fill in what kind of fields you might be interested in
- Objective setting development: fill in what kind of development objectives (max 3) you set for your existing job and if applicable for your next career step. These activities might be anything that helps you to develop competencies and skills. It is not necessarily classical training, coaching, self study, coaching and so on are all possible activities. Describe also expectations you have towards your managers.

### 3.3. Timing

Every year, at the beginning of the year, objectives need to be set for each employee. The aim is to complete and agree these objectives between supervisor and employee before the end of February.

For new employees these objectives will need to be set within the first two months of employment, as part of the induction process and where necessary will be reviewed regularly during the first months, for guidance purposes. Note:

- For employees starting in the first half of the year please put together a PDP² for the remainder of the calendar year.
- For employees starting in the second half of the year please put together a PDP² covering the remainder of the calendar year, as well as the following calendar year. For these employees the informal year-end review provides the opportunity, if necessary, to amend some of the objectives for the next calendar year.

## 4. Performance Review

Your manager will guide you to achieve your results, but you are owner of your objectives and use your personal copy of the PDP² form to monitor your own progress regularly. You may find it useful to make brief written notes regarding results, directly on the document. It can also be helpful to prepare monthly “to-do” lists relative to each objective. That will help you getting the entire job done.

There will be a formal year end review of your performance, based on the PDP² Form, early the next year. However if you feel the need for earlier feedback or review, you should take the initiative to schedule this review with your manager as needed. Your manager may also identify the need for earlier review and talk to you about ways to improve your performance and/or your personal development.

### 4.1. Mid year review

During the summer a mid year review needs to take place. Your manager will ask you to review your performance and add this on the form. This summer review is a two way feedback session in which your manager gives feedback on your performance and development and you have the opportunity to

give feedback on how your expectations are met during the year and how you feel facilitated to reach your performance and development objectives.

- **According to plan/schedule (P):** the progress is according to plan. There is no need to expect that this objective will not be accomplished.
- **Attention needed to reach objective (A):** with some extra attention this objective can be accomplished. Discus what attention is needed exactly to ensure this objective will be met
- **Not started yet (NS):** the activities for this objective are not started yet. What is the reason for that? What is needed to ensure that this objective can be met?

### 4.2. The year end review

Formal year-end performance reviews must be completed for all employees who have been with the company longer than 6 months.
For employees with less than 6 months with the company, there should be a more informal, but still written review using the same format as described below. Where necessary amending the objectives for the next calendar year.

Starting point is the PDP² form with objectives as agreed upon at the start of the review period. Prior to the review meeting with your direct supervisor you will be asked to complete the form with year-end results against the respective objectives. At the meeting those results will be discussed and your supervisor will complete the official review form, rating the results as per the following performance levels:

- **Exceeded**: Exceeded job expectations on an ongoing basis. Highly competent with strong performance with direct correlation with measurable results (versus activities). Individual demonstrates willingness to drive positive change beyond immediate job scope.
- **Met**: Met job expectations. Competent in daily performance. Utilised skills and knowledge to achieve business goals and results. A valued part of the organisation that performs accountabilities on a consistent and high quality basis.
- **Not met**: Did not meet job expectations and therefore improvement is required. This could be a function of being new to the job, but can also stem from lack of performance. In either case, an improvement plan with a timetable will need to be developed between the employee and the supervisor and reviewed regularly, to provide the opportunity for improvement. Also, on the PDP² form, on the space for comments, clarification needs to be added why the objective is not met

On the form there is also room for comments from both reviewer and employee.
Finally the form will be signed off by the employee, reviewer and subsequently the reviewer's supervisor, prior to a copy being sent to the HR department for the personnel file.

### 4.3. Timing

All year-end reviews should be completed and discussed at the beginning of the next year, aiming to complete all reviews before the end of February.

## Hypothesis 1:

**In countries with a high Individualistic culture employees will more often take initiative in a PDP-meeting to determine how to improve their performance then in countries with a low individualistic culture.**

During the PDP-meeting:

1. I will actively ask my manager for feedback on how I can improve my performance
2. If necessary to improve my performance I will actively ask for support
3. I will not easily try to find out how I can improve my performance
4. I will assure that my own topics will be discussed
5. I wait for my manager to tell me how to improve my performance
6. I will only discuss how to improve my performance if my manager brings up the subject

## Hypothesis 2:

**In countries with a low Power Distance culture managers will more often take the role of coach in a PDP meeting then in countries with a high Power Distance culture.**

During the PDP-meeting:

1. My manager asks for my opinion on the discussed topics
2. New targets for coming year are set jointly
3. My managers' feedback motivates me to improve my performance
4. My manager stimulates me to bring up ideas on how to improve my performance
5. My manager decides which targets must be achieved coming year
6. My manager shows no interest in my motives for my performance
7. My manager gives his opinion on my performance as he has closely monitored my work over the past year
8. It is not appropriate to give my manager feedback on his leadership style

## Hypothesis 3:

**In countries with a low Power Distance culture managers will more often discuss employees' personal development during a PDP meeting then in countries with a high Power Distance culture.**

During the PDP-meeting:

1. My manager will only discuss my performance appraisal
2. My personal development will only be discussed if there is enough time left
3. My manager finds it important to invest in my personal development
4. Feedback given by my manager is mostly to correct my past performance
5. Feedback given by my manager is never meant to stimulate my personal development
6. We take the opportunity to set goals for my personal development

**General:**

1. I find it important that the PDP-meeting(s) is/are held

# PDP SURVEY 2009 at ENERGYST

Dear colleague,

Welcome to the PDP Survey 2009.

For my master thesis I am conducting a research on the use of the Personal Development Plan (PDP) in different European countries. Good HR policies, like the PDP, contribute to firm performance but there is a discussion about the correct use of them. One view is that uniform policies should work everywhere in the world. Others suggest that there is an influence of the local context on the effectiveness of HR policies. The local context like national culture, legislation and the government.

Energyst offers me the opportunity to find out in practice what is applicable for our organization. As a lot of other companies we are using one uniform PDP. When the PDP was introduced at Energyst it was copied from Caterpillar, as they already had worked out a proven policy. Recently the PDP policy was modified by Energyst to make it more appropriate in use. In my research I try to determine if the use of the PDP at Energyst, as a pan-European company, will be influenced by national culture.

All information in this survey will be used for statistical purposes to work out my paper on this subject. Only the general conclusions and recommendations will be presented to Energyst if they can improve the effectiveness of our PDP-tool in the future.

The first section of this survey contains biographical questions about yourself (such as your nationality). The second section taps into actions of you and your manager at the PDP-meeting. The outcome of this questionnaire will only be valuable if you give your honest view on reality. Only then the conclusions and recommendations can be of any use,

The survey takes only 10 minutes to complete. The statements are formulated from an employees point a view. If you are a manager please give your opinion on what you expect of your subordinates in the specific situation. Once again I am interested in your honest opinion, based on your personal experience.

***Please note that all responses are strictly confidential and will be collected and processed completely anonymously. Results will be reported only at country level and cannot be linked to individual respondents.***

Thank you in advance.

**Ron Koornstra**

*As already mentioned, we start with several questions about yourself and your employment at Energyst, which will give us different biographical variables that will only be used for statistical purposes. Please read every question carefully and answer every biographical question.*

***Please note that results will only be reported at country level and cannot be linked to individual respondents.***

| **1. Office Location:** *Please choose the office location at which you are employed at the moment.* | **Mark X** |
|---|---|
| Office in France | |
| Office in Germany | |
| Office in Netherlands | |
| Office in Spain | |
| Office in United Kingdom | |
| Other, namely: | |

| **2. Age:** *Please indicate in which age category you belong to.* | **Mark X** |
|---|---|
| < 30 years | |
| 30 < 50 years | |
| ≥ 50 years | |

| **3. Gender:** *Please indicate your gender.* | **Mark X** |
|---|---|
| Male | |
| Female | |

| **4. Nationality:** *Please indicate your nationality.* | **Mark X** |
|---|---|
| British | |
| Dutch | |
| French | |
| German | |
| Spanish | |
| Other, namely: | |

| **5. Length of Service:** *Please indicate your length of employment at Energyst.* | **Mark X** |
|---|---|
| <3 years | |
| 3 - 6 years | |
| 6 - 10 years | |
| ≥ 10 years | |

| **6. Managerial function:** *Please indicate whether or not you have a managerial position.* | **Mark X** |
|---|---|
| Yes (I am a manager who reviews PDPs of and gives feedback to his subordinates) | |
| No (I am a subordinate who is supervised by a manager) | |

| **7. PDP policy at Energyst** | **Yes** | **Slightly** | **No** |
|---|---|---|---|
| I understand the objectives of the PDP policy at Energyst | 1 | 2 | 3 |

| **8. PDP-meeting at Energyst:** *Say never if not yet applicable* | **Always** | **Sometimes** | **Never** |
|---|---|---|---|
| In my situation the PDP appraisal is held every year | 1 | 2 | 3 |
| In my situation the PDP mid year review is held every year | 1 | 2 | 3 |

*On the next page, there are statements that represent actions of you and your manager at the PDP-meeting. Please indicate your honest view on reality by giving the level of your agreement or disagreement with each statement. Choose one of the four alternatives next to each statement that comes closest to your opinion:*

- *choose (1) if you strongly disagree with the statement*
- *choose (2) if you slightly disagree with the statement*
- *choose (3) if you slightly agree with the statement*
- *choose (4) if you strongly agree with the statement*

*The statements are formulated from an employees point a view. If you are a manager please give your opinion on what you expect of your subordinates in the specific situation.*

***There are no right or wrong answers and your responses will be treated as strictly confidential.***

| | *Choose one of the four alternatives next to each statement that comes closest to your opinion.* | Strongly disagree | Slightly disagree | Slightly agree | Strongly agree |
|---|---|---|---|---|---|
| | During the PDP-meeting……..<br>(Review recent PDP-meeting(s). If not possible give your opinion on a preferred situation) | | | | |
| 1 | My manager will only discuss my performance appraisal | 1 | 2 | 3 | 4 |
| 2 | My manager finds it important to invest in my personal development | 1 | 2 | 3 | 4 |
| 3 | I will actively ask my manager for feedback on how I can improve my performance | 1 | 2 | 3 | 4 |
| 4 | New targets for coming year are set jointly | 1 | 2 | 3 | 4 |
| 5 | My manager decides which targets must be achieved coming year | 1 | 2 | 3 | 4 |
| 6 | My manager stimulates me to bring up ideas on how to improve my performance | 1 | 2 | 3 | 4 |
| 7 | I wait for my manager to tell me how to improve my performance | 1 | 2 | 3 | 4 |
| 8 | My manager asks for my opinion on the discussed topics | 1 | 2 | 3 | 4 |
| 9 | My personal development will only be discussed if there is enough time left | 1 | 2 | 3 | 4 |
| 10 | My managers' feedback motivates me to improve my performance | 1 | 2 | 3 | 4 |
| 11 | I find it important that the PDP-meeting(s) is/are held | 1 | 2 | 3 | 4 |
| 12 | Feedback given by my manager is mostly to correct my past performance | 1 | 2 | 3 | 4 |
| 13 | If necessary to improve my performance I will actively ask for support | 1 | 2 | 3 | 4 |
| 14 | I will assure that my own topics will be discussed | 1 | 2 | 3 | 4 |
| 15 | I will not easily try to find out how I can improve my performance | 1 | 2 | 3 | 4 |
| 16 | My manager shows no interest in my motives for my performance | 1 | 2 | 3 | 4 |
| 17 | It is not appropriate to give my manager feedback on his leadership style | 1 | 2 | 3 | 4 |
| 18 | I will only discuss how to improve my performance if my manager brings up the subject | 1 | 2 | 3 | 4 |
| 19 | My manager gives his opinion on my performance as he has closely monitored my work over the past year | 1 | 2 | 3 | 4 |
| 20 | Feedback given by my manager is never meant to stimulate my personal development | 1 | 2 | 3 | 4 |
| 21 | We take the opportunity to set goals for my personal development | 1 | 2 | 3 | 4 |

| 10. PDP topics | Performance appraisal | Personal development | Room for own initiative |
|---|---|---|---|
| How would you score the importance of these three topics in percentages with a total score of 100%? | | | |

**Is there anything you would like to see changed in the PDP-meeting(s)?**

.....

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***This is the end of the survey. Thank you for filling in this questionnaire!***

***Please put your form in the enclosed envelope using freepost***
***(Where no postage stamp is required)***

***Energyst***
***Antwoordnummer 10028,***
***4800 VB Breda***

## Factor Analysis

[DataSet1] C:\Documents and Settings\koornr\Desktop\OU Afstudeeropdracht\Field research\DATA analysis\PDP survey data file.sav

**Correlation Matrix**

| | | Reverse PD focus Q1 | Reverse Coach Q5 | Reverse Initiative Q5 | Reverse PD focus Q2 | Reverse PD focus Q4 |
|---|---|---|---|---|---|---|
| Correlation | Reverse PD focus Q1 | 1.000 | .207 | .200 | .259 | .339 |
| | Reverse Coach Q5 | .207 | 1.000 | .214 | .393 | .153 |
| | Reverse Initiative Q5 | .200 | .214 | 1.000 | .059 | .093 |
| | Reverse PD focus Q2 | .259 | .393 | .059 | 1.000 | .025 |
| | Reverse PD focus Q4 | .339 | .153 | .093 | .025 | 1.000 |
| | Reverse Initiative Q3 | .068 | .242 | .132 | .060 | .288 |
| | Reverse Coach Q6 | .204 | .257 | .021 | .476 | .003 |
| | Reverse Coach Q8 | .202 | .150 | .127 | .269 | .065 |
| | Reverse Initiative Q6 | .198 | .084 | .245 | .230 | .130 |
| | Reverse Coach Q7 | .115 | .043 | .228 | -.238 | .134 |
| | Reverse PD focus Q5 | .137 | .117 | -.033 | .384 | -.076 |
| | PDP meeting PD focus Q3 | .091 | .138 | -.048 | .348 | -.022 |
| | PDP meeting Initiative Q1 | -.074 | .007 | -.131 | .116 | -.034 |
| | PDP meeting Coach Q2 | .115 | .026 | -.084 | .272 | -.067 |
| | PDP meeting Coach Q4 | .098 | .017 | -.101 | .343 | -.204 |
| | PDP meeting Coach Q1 | .150 | .186 | -.015 | .367 | -.065 |
| | PDP meeting Coach Q3 | .042 | .072 | -.078 | .346 | -.281 |
| | PDP meeting Initiative Q2 | -.081 | .056 | -.039 | .121 | -.247 |
| | PDP meeting Initiative Q4 | .035 | -.037 | .055 | .206 | -.154 |
| | PDP meeting PD focus Q6 | .017 | .030 | -.113 | .315 | -.023 |

**Correlation Matrix**

| | | Reverse Initiative Q3 | Reverse Coach Q6 | Reverse Coach Q8 | Reverse Initiative Q6 | Reverse Coach Q7 |
|---|---|---|---|---|---|---|
| Correlation | Reverse PD focus Q1 | .068 | .204 | .202 | .198 | .115 |
| | Reverse Coach Q5 | .242 | .257 | .150 | .084 | .043 |
| | Reverse Initiative Q5 | .132 | .021 | .127 | .245 | .228 |
| | Reverse PD focus Q2 | .060 | .476 | .269 | .230 | -.238 |
| | Reverse PD focus Q4 | .288 | .003 | .065 | .130 | .134 |
| | Reverse Initiative Q3 | 1.000 | .100 | .230 | .312 | .178 |
| | Reverse Coach Q6 | .100 | 1.000 | .415 | .149 | -.331 |
| | Reverse Coach Q8 | .230 | .415 | 1.000 | .495 | -.131 |
| | Reverse Initiative Q6 | .312 | .149 | .495 | 1.000 | .084 |
| | Reverse Coach Q7 | .178 | -.331 | -.131 | .084 | 1.000 |
| | Reverse PD focus Q5 | .208 | .466 | .356 | .277 | -.269 |
| | PDP meeting PD focus Q3 | .153 | .453 | .297 | .131 | -.370 |
| | PDP meeting Initiative Q1 | .203 | .266 | .119 | .259 | -.248 |
| | PDP meeting Coach Q2 | .232 | .283 | .226 | .087 | -.272 |
| | PDP meeting Coach Q4 | .069 | .460 | .325 | .260 | -.471 |
| | PDP meeting Coach Q1 | .103 | .459 | .351 | .278 | -.339 |
| | PDP meeting Coach Q3 | .113 | .400 | .372 | .245 | -.390 |
| | PDP meeting Initiative Q2 | .105 | .108 | -.012 | .129 | -.100 |
| | PDP meeting Initiative Q4 | .139 | .026 | .161 | .149 | -.020 |
| | PDP meeting PD focus Q6 | .126 | .391 | .252 | .121 | -.442 |

**Correlation Matrix**

| | | Reverse PD focus Q5 | PDP meeting PD focus Q3 | PDP meeting Initiative Q1 | PDP meeting Coach Q2 | PDP meeting Coach Q4 |
|---|---|---|---|---|---|---|
| Correlation | Reverse PD focus Q1 | .137 | .091 | -.074 | .115 | .098 |
| | Reverse Coach Q5 | .117 | .138 | .007 | .026 | .017 |
| | Reverse Initiative Q5 | -.033 | -.048 | -.131 | -.084 | -.101 |
| | Reverse PD focus Q2 | .384 | .348 | .116 | .272 | .343 |
| | Reverse PD focus Q4 | -.076 | -.022 | -.034 | -.067 | -.204 |
| | Reverse Initiative Q3 | .208 | .153 | .203 | .232 | .069 |
| | Reverse Coach Q6 | .466 | .453 | .266 | .283 | .460 |
| | Reverse Coach Q8 | .356 | .297 | .119 | .226 | .325 |
| | Reverse Initiative Q6 | .277 | .131 | .259 | .087 | .260 |
| | Reverse Coach Q7 | -.269 | -.370 | -.248 | -.272 | -.471 |
| | Reverse PD focus Q5 | 1.000 | .383 | .268 | .299 | .479 |
| | PDP meeting PD focus Q3 | .383 | 1.000 | .484 | .539 | .586 |
| | PDP meeting Initiative Q1 | .268 | .484 | 1.000 | .392 | .556 |
| | PDP meeting Coach Q2 | .299 | .539 | .392 | 1.000 | .537 |
| | PDP meeting Coach Q4 | .479 | .586 | .556 | .537 | 1.000 |
| | PDP meeting Coach Q1 | .383 | .543 | .415 | .507 | .675 |
| | PDP meeting Coach Q3 | .450 | .472 | .463 | .437 | .692 |
| | PDP meeting Initiative Q2 | .306 | .181 | .460 | .141 | .287 |
| | PDP meeting Initiative Q4 | .146 | .210 | .199 | .303 | .294 |
| | PDP meeting PD focus Q6 | .375 | .581 | .432 | .503 | .602 |

**Correlation Matrix**

| | | PDP meeting Coach Q1 | PDP meeting Coach Q3 | PDP meeting Initiative Q2 | PDP meeting Initiative Q4 | PDP meeting PD focus Q6 |
|---|---|---|---|---|---|---|
| Correlation | Reverse PD focus Q1 | .150 | .042 | -.081 | .035 | .017 |
| | Reverse Coach Q5 | .186 | .072 | .056 | -.037 | .030 |
| | Reverse Initiative Q5 | -.015 | -.078 | -.039 | .055 | -.113 |
| | Reverse PD focus Q2 | .367 | .346 | .121 | .206 | .315 |
| | Reverse PD focus Q4 | -.065 | -.281 | -.247 | -.154 | -.023 |
| | Reverse Initiative Q3 | .103 | .113 | .105 | .139 | .126 |
| | Reverse Coach Q6 | .459 | .400 | .108 | .026 | .391 |
| | Reverse Coach Q8 | .351 | .372 | -.012 | .161 | .252 |
| | Reverse Initiative Q6 | .278 | .245 | .129 | .149 | .121 |
| | Reverse Coach Q7 | -.339 | -.390 | -.100 | -.020 | -.442 |
| | Reverse PD focus Q5 | .383 | .450 | .306 | .146 | .375 |
| | PDP meeting PD focus Q3 | .543 | .472 | .181 | .210 | .581 |
| | PDP meeting Initiative Q1 | .415 | .463 | .460 | .199 | .432 |
| | PDP meeting Coach Q2 | .507 | .437 | .141 | .303 | .503 |
| | PDP meeting Coach Q4 | .675 | .692 | .287 | .294 | .602 |
| | PDP meeting Coach Q1 | 1.000 | .615 | .201 | .291 | .436 |
| | PDP meeting Coach Q3 | .615 | 1.000 | .225 | .244 | .503 |
| | PDP meeting Initiative Q2 | .201 | .225 | 1.000 | .176 | .204 |
| | PDP meeting Initiative Q4 | .291 | .244 | .176 | 1.000 | .278 |
| | PDP meeting PD focus Q6 | .436 | .503 | .204 | .278 | 1.000 |

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .813 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1053.989 |
| | df | 190 |
| | Sig. | .000 |

**Communalities**

| | Initial | Extraction |
|---|---|---|
| Reverse PD focus Q1 | .308 | .272 |
| Reverse Coach Q5 | .321 | .226 |
| Reverse Initiative Q5 | .184 | .184 |
| Reverse PD focus Q2 | .453 | .426 |
| Reverse PD focus Q4 | .429 | .207 |
| Reverse Initiative Q3 | .372 | .322 |
| Reverse Coach Q6 | .495 | .531 |
| Reverse Coach Q8 | .445 | .354 |
| Reverse Initiative Q6 | .463 | .422 |
| Reverse Coach Q7 | .408 | .481 |
| Reverse PD focus Q5 | .420 | .365 |
| PDP meeting PD focus Q3 | .538 | .517 |
| PDP meeting Initiative Q1 | .560 | .520 |

Extraction Method: Principal Axis Factoring.

**Communalities**

| | Initial | Extraction |
|---|---|---|
| PDP meeting Coach Q2 | .475 | .391 |
| PDP meeting Coach Q4 | .715 | .762 |
| PDP meeting Coach Q1 | .595 | .558 |
| PDP meeting Coach Q3 | .614 | .580 |
| PDP meeting Initiative Q2 | .352 | .210 |
| PDP meeting Initiative Q4 | .257 | .161 |
| PDP meeting PD focus Q6 | .524 | .496 |

Extraction Method: Principal Axis Factoring.

**Total Variance Explained**

| | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings * |
|---|---|---|---|---|---|---|---|
| Factor | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total |
| 1 | 5.938 | 29.691 | 29.691 | 5.443 | 27.213 | 27.213 | 5.287 |
| 2 | 2.340 | 11.701 | 41.392 | 1.666 | 8.328 | 35.540 | 1.695 |
| 3 | 1.496 | 7.479 | 48.871 | .878 | 4.388 | 39.928 | 1.623 |
| 4 | 1.214 | 6.068 | 54.939 | | | | |
| 5 | 1.121 | 5.607 | 60.546 | | | | |
| 6 | 1.045 | 5.227 | 65.773 | | | | |
| 7 | .850 | 4.249 | 70.022 | | | | |
| 8 | .800 | 3.999 | 74.022 | | | | |
| 9 | .689 | 3.446 | 77.468 | | | | |
| 10 | .673 | 3.363 | 80.831 | | | | |
| 11 | .538 | 2.689 | 83.520 | | | | |
| 12 | .499 | 2.496 | 86.017 | | | | |
| 13 | .474 | 2.370 | 88.387 | | | | |
| 14 | .452 | 2.259 | 90.645 | | | | |
| 15 | .424 | 2.120 | 92.765 | | | | |
| 16 | .370 | 1.848 | 94.613 | | | | |
| 17 | .332 | 1.662 | 96.275 | | | | |
| 18 | .326 | 1.630 | 97.905 | | | | |
| 19 | .231 | 1.155 | 99.060 | | | | |
| 20 | .188 | .940 | 100.000 | | | | |

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

```
11/4/2009   10:13:16 AM
Number of variables:   20
Number of subjects:   143


+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
Eigenvalue #     Random Eigenvalue     Standard Error
+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
      1                1.7337               .0071
      2                1.5917               .0053
      3                1.4906               .0045
      4                1.4005               .0034
      5                1.3233               .0033
      6                1.2430               .0035
      7                1.1762               .0034
      8                1.1102               .0031
      9                1.0464               .0033
     10                0.9877               .0028
     11                0.9291               .0027
     12                0.8778               .0030
     13                0.8218               .0030
     14                0.7698               .0029
     15                0.7170               .0027
     16                0.6621               .0024
     17                0.6128               .0024
     18                0.5655               .0026
     19                0.5073               .0028
     20                0.4336               .0037
+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

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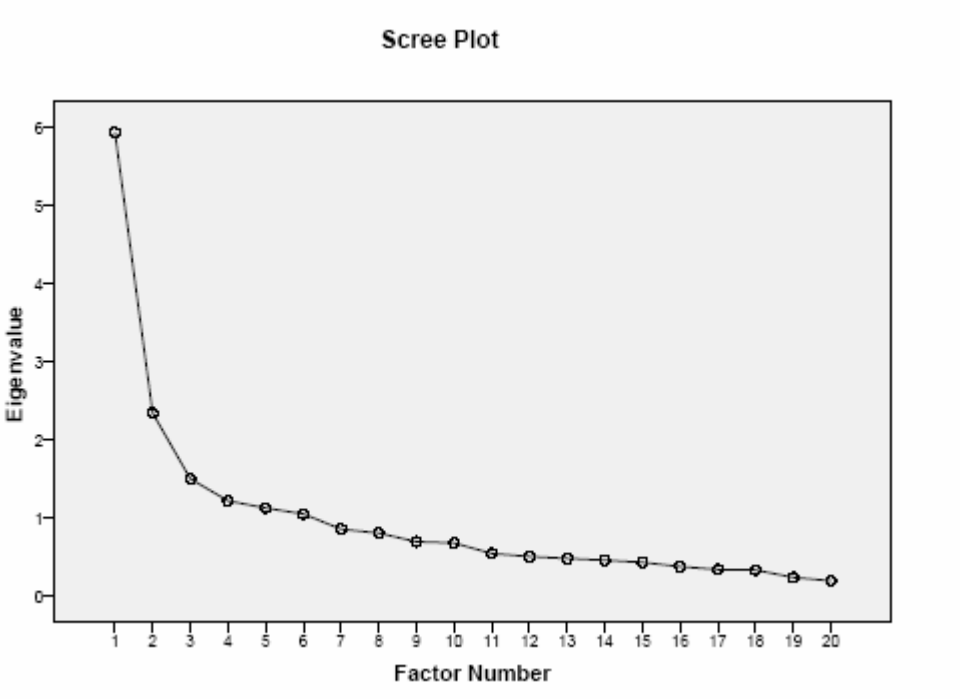


**Factor Matrix[a]**

| | Factor | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| PDP meeting Coach Q4 | .849 | | |
| PDP meeting Coach Q3 | .749 | | |
| PDP meeting Coach Q1 | .747 | | |
| PDP meeting PD focus Q3 | .715 | | |
| PDP meeting PD focus Q6 | .685 | | |
| PDP meeting Coach Q2 | .616 | | |
| Reverse Coach Q6 | .616 | | -.346 |
| Reverse PD focus Q5 | .595 | | |
| PDP meeting Initiative Q1 | .593 | | .364 |
| Reverse PD focus Q2 | .516 | | |
| Reverse Coach Q7 | -.473 | .380 | .337 |
| Reverse Coach Q8 | .471 | .365 | |
| PDP meeting Initiative Q4 | .329 | | |
| PDP meeting Initiative Q2 | .324 | | |
| Reverse PD focus Q1 | | .473 | |

Extraction Method: Principal Axis Factoring.

a. 3 factors extracted. 7 iterations required.

**Factor Matrix[a]**

| | Factor | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| Reverse Initiative Q6 | .347 | .447 | .319 |
| Reverse PD focus Q4 | | .442 | |
| Reverse Initiative Q5 | | .420 | |
| Reverse Coach Q5 | | .410 | |
| Reverse Initiative Q3 | | .394 | .345 |

Extraction Method: Principal Axis Factoring.

a. 3 factors extracted. 7 iterations required.

**Pattern Matrix[a]**

| | Factor | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| PDP meeting Coach Q4 | .822 | | |
| PDP meeting Coach Q3 | .718 | | |
| PDP meeting Coach Q1 | .705 | | |
| PDP meeting PD focus Q3 | .701 | | |
| PDP meeting PD focus Q6 | .685 | | |
| Reverse Coach Q6 | .670 | .314 | |
| Reverse Coach Q7 | -.642 | | .323 |
| PDP meeting Coach Q2 | .568 | | |
| Reverse PD focus Q5 | .550 | | |

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 26 iterations.

**Pattern Matrix[a]**

| | Factor | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| Reverse PD focus Q2 | .540 | .379 | |
| PDP meeting Initiative Q1 | .461 | | .431 |
| Reverse PD focus Q1 | | .510 | |
| Reverse Coach Q5 | | .453 | |
| Reverse PD focus Q4 | | .429 | |
| Reverse Coach Q8 | .372 | .391 | |
| Reverse Initiative Q5 | | .381 | |
| Reverse Initiative Q6 | | .374 | .460 |
| Reverse Initiative Q3 | | .306 | .454 |
| PDP meeting Initiative Q2 | | | .311 |
| PDP meeting Initiative Q4 | | | |

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 26 iterations.

**Structure Matrix**

| | Factor | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| PDP meeting Coach Q4 | .852 | | .326 |
| PDP meeting Coach Q3 | .746 | | |
| PDP meeting Coach Q1 | .734 | | |
| PDP meeting PD focus Q3 | .716 | | |
| PDP meeting PD focus Q6 | .696 | | |
| Reverse Coach Q6 | .634 | .322 | |
| PDP meeting Coach Q2 | .604 | | |
| Reverse PD focus Q5 | .576 | | |

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

**Structure Matrix**

| | Factor | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| Reverse Coach Q7 | -.560 | | |
| PDP meeting Initiative Q1 | .551 | | .518 |
| Reverse PD focus Q2 | .518 | .386 | |
| Reverse Coach Q8 | .419 | .415 | |
| Reverse PD focus Q1 | | .510 | |
| Reverse Coach Q5 | | .453 | |
| Reverse PD focus Q4 | | .425 | |
| Reverse Initiative Q5 | | .387 | |
| Reverse Initiative Q6 | | .415 | .517 |
| Reverse Initiative Q3 | | .342 | .479 |
| PDP meeting Initiative Q2 | | | .348 |
| PDP meeting Initiative Q4 | | | .329 |

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

**Factor Correlation Matrix**

| Fa... | 1 | 2 | 3 |
|---|---|---|---|
| 1 | 1.000 | .036 | .229 |
| 2 | .036 | 1.000 | .079 |
| 3 | .229 | .079 | 1.000 |

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

# Reliability

[DataSet1] C:\Documents and Settings\koornr\Desktop\OU Afstudeeropdracht\Field research\DATA analysis\PDP survey data file.sav

## Scale: Employee Initiative

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 143 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 143 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .565 | .564 | 4 |

**Item Statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| PDP meeting Initiative Q1 | 3.08 | .852 | 143 |
| PDP meeting Initiative Q2 | 3.17 | .735 | 143 |
| Reverse Initiative Q3 | 3.16 | .819 | 143 |
| Reverse Initiative Q6 | 3.07 | .836 | 143 |

**Inter-Item Correlation Matrix**

| | PDP meeting Initiative Q1 | PDP meeting Initiative Q2 | Reverse Initiative Q3 | Reverse Initiative Q6 |
|---|---|---|---|---|
| PDP meeting Initiative Q1 | 1.000 | .460 | .203 | .259 |
| PDP meeting Initiative Q2 | .460 | 1.000 | .105 | .129 |
| Reverse Initiative Q3 | .203 | .105 | 1.000 | .312 |
| Reverse Initiative Q6 | .259 | .129 | .312 | 1.000 |

**Summary Item Statistics**

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Inter-Item Correlations | .245 | .105 | .460 | .355 | 4.382 | .016 | 4 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| PDP meeting Initiative Q1 | 9.41 | 2.623 | .445 | .262 | .408 |
| PDP meeting Initiative Q2 | 9.31 | 3.175 | .329 | .212 | .510 |
| Reverse Initiative Q3 | 9.33 | 3.067 | .292 | .114 | .539 |
| Reverse Initiative Q6 | 9.42 | 2.921 | .334 | .137 | .506 |

**Scale Statistics**

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
| 12.49 | 4.576 | 2.139 | 4 |

## Reliability

[DataSet1] F:\Studie Universiteit\OU Afstudeeropdracht\Field research\DATA analysis\PDP survey data file.sav

Scale: Role of Coach

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 143 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 143 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .827 | .831 | 6 |

**Item Statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Reverse Coach Q8 | 3.01 | .968 | 143 |
| Reverse Coach Q6 | 3.13 | .944 | 143 |
| PDP meeting Coach Q2 | 2.83 | 1.035 | 143 |
| PDP meeting Coach Q4 | 2.92 | .965 | 143 |
| PDP meeting Coach Q1 | 3.21 | .846 | 143 |
| PDP meeting Coach Q3 | 2.87 | .903 | 143 |

**Inter-Item Correlation Matrix**

| | Reverse Coach Q8 | Reverse Coach Q6 | PDP meeting Coach Q2 | PDP meeting Coach Q4 |
|---|---|---|---|---|
| Reverse Coach Q8 | 1.000 | .415 | .226 | .325 |
| Reverse Coach Q6 | .415 | 1.000 | .283 | .460 |
| PDP meeting Coach Q2 | .226 | .283 | 1.000 | .537 |
| PDP meeting Coach Q4 | .325 | .460 | .537 | 1.000 |
| PDP meeting Coach Q1 | .351 | .459 | .507 | .675 |
| PDP meeting Coach Q3 | .372 | .400 | .437 | .692 |

**Inter-Item Correlation Matrix**

| | PDP meeting Coach Q1 | PDP meeting Coach Q3 |
|---|---|---|
| Reverse Coach Q8 | .351 | .372 |
| Reverse Coach Q6 | .459 | .400 |
| PDP meeting Coach Q2 | .507 | .437 |
| PDP meeting Coach Q4 | .675 | .692 |
| PDP meeting Coach Q1 | 1.000 | .615 |
| PDP meeting Coach Q3 | .615 | 1.000 |

**Summary Item Statistics**

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Inter-Item Correlations | .450 | .226 | .692 | .466 | 3.060 | .018 | 6 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| Reverse Coach Q8 | 14.97 | 13.253 | .432 | .229 | .833 |
| Reverse Coach Q6 | 14.85 | 12.779 | .528 | .314 | .813 |
| PDP meeting Coach Q2 | 15.15 | 12.380 | .520 | .329 | .817 |
| PDP meeting Coach Q4 | 15.06 | 11.476 | .738 | .618 | .768 |
| PDP meeting Coach Q1 | 14.77 | 12.277 | .715 | .542 | .777 |
| PDP meeting Coach Q3 | 15.10 | 12.123 | .683 | .535 | .781 |

**Scale Statistics**

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
| 17.98 | 17.232 | 4.151 | 6 |

## Reliability

[DataSet1] F:\Studie Universiteit\OU Afstudeeropdracht\Field research\DATA analysis\PDP survey data file.sav

Scale: Focus on Personel Development

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 143 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 143 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .501 | .506 | 2 |

**Item Statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Reverse PD focus Q1 | 2.57 | .989 | 143 |
| Reverse PD focus Q4 | 2.62 | .830 | 143 |

**Inter-Item Correlation Matrix**

| | Reverse PD focus Q1 | Reverse PD focus Q4 |
|---|---|---|
| Reverse PD focus Q1 | 1.000 | .339 |
| Reverse PD focus Q4 | .339 | 1.000 |

**Summary Item Statistics**

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Inter-Item Correlations | .339 | .339 | .339 | .000 | 1.000 | .000 | 2 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| Reverse PD focus Q1 | 2.62 | .689 | .339 | .115 | .[a] |
| Reverse PD focus Q4 | 2.57 | .979 | .339 | .115 | .[a] |

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

**Scale Statistics**

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
| 5.19 | 2.225 | 1.492 | 2 |

## Univariate Analysis of Variance (2 way ANOVA: Initiative-Nationality_Jobrole)

**Levene's Test of Equality of Error Variances[a]**

Dependent Variable:Total reliable Initiative

| F | df1 | df2 | Sig. |
|---|---|---|---|
| .936 | 9 | 133 | .497 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

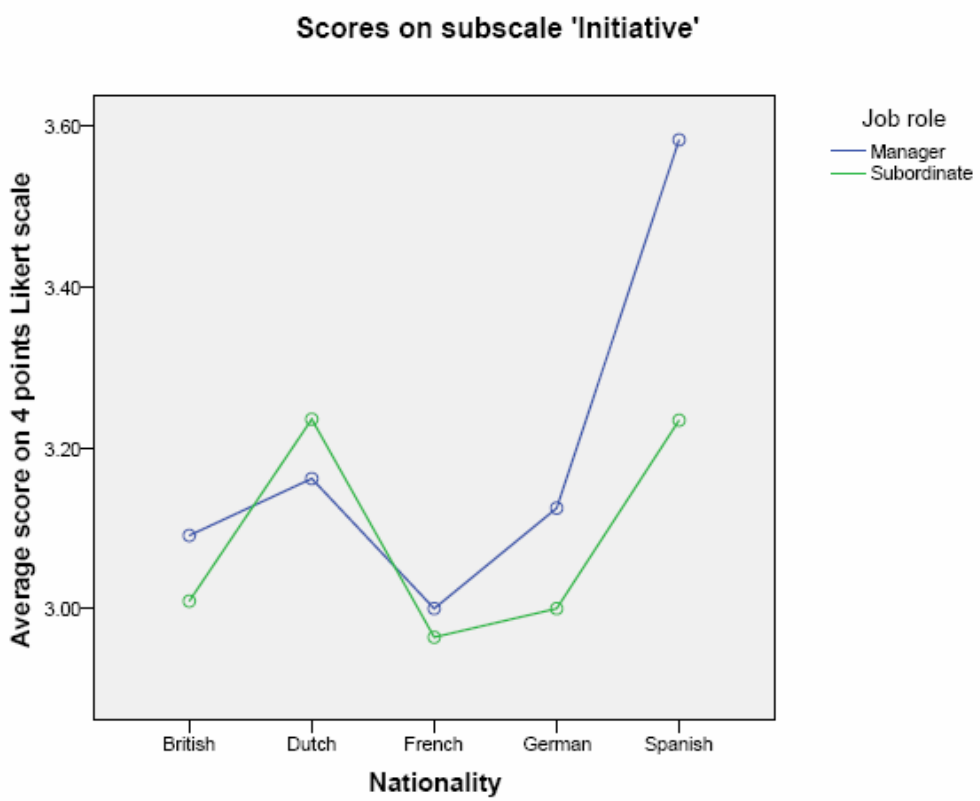
a. Design: Intercept + Q4Nationality + Q6Jobrole + Q4Nationality * Q6Jobrole

**Tests of Between-Subjects Effects**

Dependent Variable:Total reliable Initiative

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 2.290[a] | 9 | .254 | .883 | .542 | .056 |
| Intercept | 565.154 | 1 | 565.154 | 1961.600 | .000 | .937 |
| Q4Nationality | 1.350 | 4 | .337 | 1.171 | .326 | .034 |
| Q6Jobrole | .153 | 1 | .153 | .532 | .467 | .004 |
| Q4Nationality * Q6Jobrole | .416 | 4 | .104 | .361 | .836 | .011 |
| Error | 38.318 | 133 | .288 | | | |
| Total | 1434.750 | 143 | | | | |
| Corrected Total | 40.608 | 142 | | | | |

a. R Squared = .056 (Adjusted R Squared = -.007)



Univariate Analysis of Variance (2 way ANOVA: Role of Coach-Nationality-Jobrole)

**Levene's Test of Equality of Error Variances[a]**

Dependent Variable:Total second new Role of Coach

| F | df1 | df2 | Sig. |
|---|---|---|---|
| 2.218 | 9 | 133 | .025 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

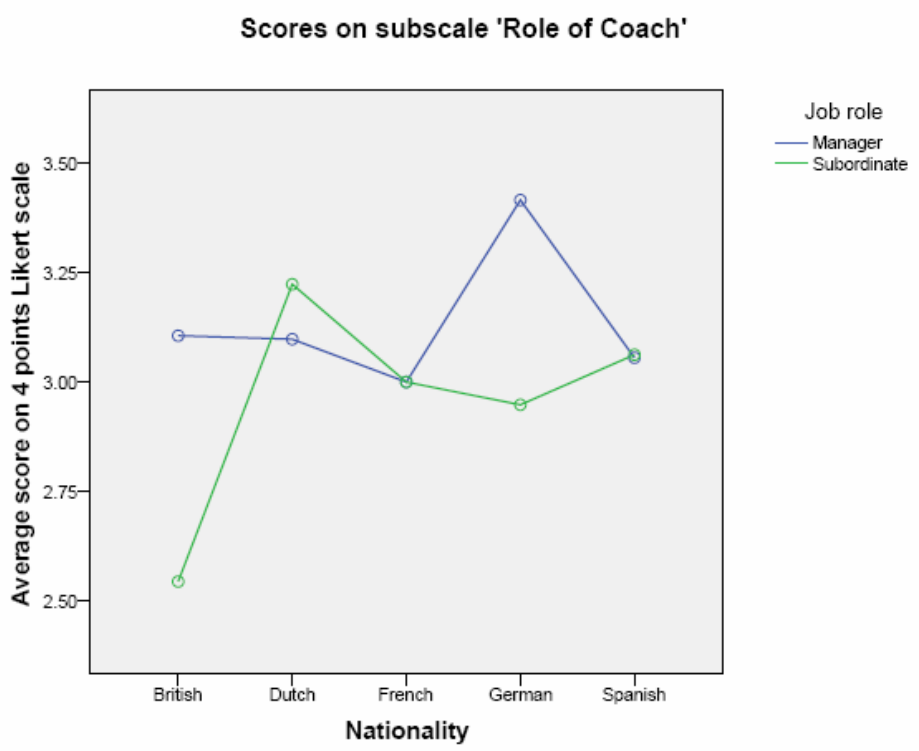
a. Design: Intercept + Q4Nationality + Q6Jobrole + Q4Nationality * Q6Jobrole

**Tests of Between-Subjects Effects**

Dependent Variable:Total second new Role of Coach

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 8.135[a] | 9 | .904 | 2.009 | .043 | .120 |
| Intercept | 531.448 | 1 | 531.448 | 1181.276 | .000 | .899 |
| Q4Nationality | 2.277 | 4 | .569 | 1.266 | .287 | .037 |
| Q6Jobrole | .463 | 1 | .463 | 1.029 | .312 | .008 |
| Q4Nationality * Q6Jobrole | 2.485 | 4 | .621 | 1.381 | .244 | .040 |
| Error | 59.836 | 133 | .450 | | | |
| Total | 1351.972 | 143 | | | | |
| Corrected Total | 67.970 | 142 | | | | |

a. R Squared = .120 (Adjusted R Squared = .060)



Univariate Analysis of Variance (2 way ANOVA: Focus on Personal Development - Nationality - Jobrole)

**Levene's Test of Equality of Error Variances[a]**

Dependent Variable:Total second reliable PD Focus

| F | df1 | df2 | Sig. |
|---|---|---|---|
| 1.059 | 9 | 133 | .397 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

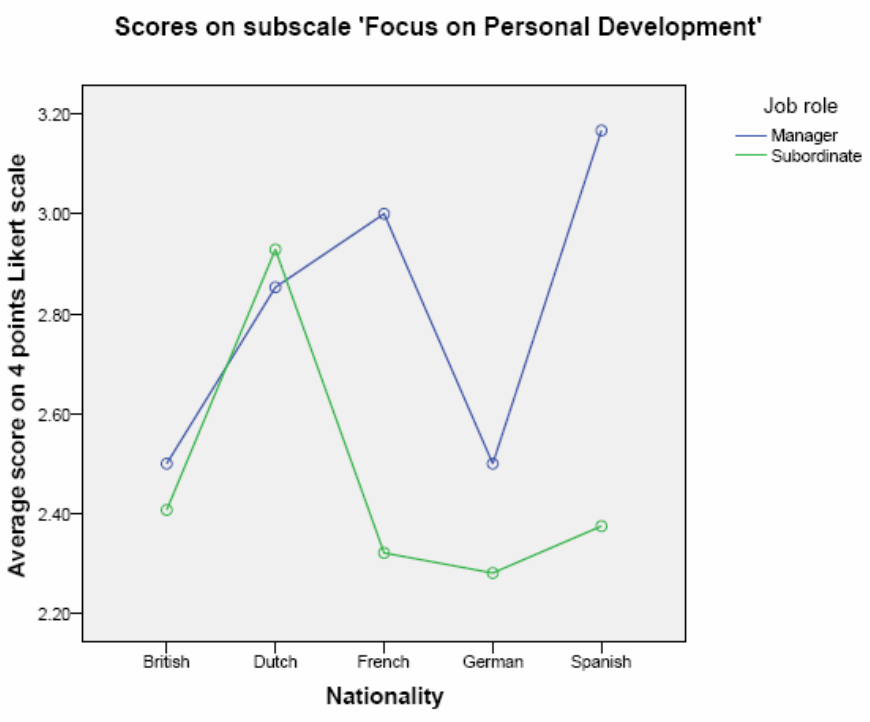
a. Design: Intercept + Q4Nationality + Q6Jobrole + Q4Nationality * Q6Jobrole

**Tests of Between-Subjects Effects**

Dependent Variable:Total second reliable PD Focus

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 10.799[a] | 9 | 1.200 | 2.341 | .018 | .137 |
| Intercept | 397.364 | 1 | 397.364 | 775.180 | .000 | .854 |
| Q4Nationality | 4.299 | 4 | 1.075 | 2.097 | .085 | .059 |
| Q6Jobrole | 1.668 | 1 | 1.668 | 3.253 | .074 | .024 |
| Q4Nationality * Q6Jobrole | 2.141 | 4 | .535 | 1.044 | .387 | .030 |
| Error | 68.177 | 133 | .513 | | | |
| Total | 1041.500 | 143 | | | | |
| Corrected Total | 78.976 | 142 | | | | |

a. R Squared = .137 (Adjusted R Squared = .078)



Univariate Analysis of Variance (2 way ANOVA: Importance of Initiative - Nationality - Jobrole)

**Levene's Test of Equality of Error Variances[a]**

Dependent Variable:Importance Initiative groups

| F | df1 | df2 | Sig. |
|---|---|---|---|
| 3.762 | 9 | 133 | .000 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

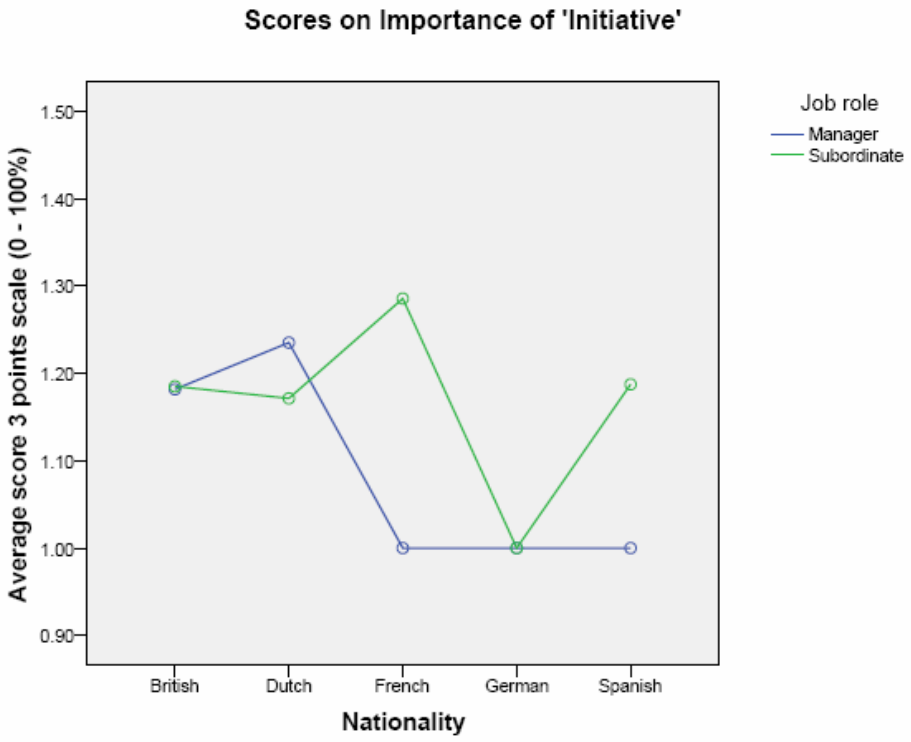
a. Design: Intercept + Q4Nationality + Q6Jobrole + Q4Nationality * Q6Jobrole

**Tests of Between-Subjects Effects**

Dependent Variable:Importance Initiative groups

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | .937[a] | 9 | .104 | .658 | .745 | .043 |
| Intercept | 72.485 | 1 | 72.485 | 458.300 | .000 | .775 |
| Q4Nationality | .326 | 4 | .081 | .515 | .725 | .015 |
| Q6Jobrole | .098 | 1 | .098 | .617 | .434 | .005 |
| Q4Nationality * Q6Jobrole | .276 | 4 | .069 | .436 | .783 | .013 |
| Error | 21.035 | 133 | .158 | | | |
| Total | 217.000 | 143 | | | | |
| Corrected Total | 21.972 | 142 | | | | |

a. R Squared = .043 (Adjusted R Squared = -.022)



Univariate Analysis of Variance (2 way ANOVA: Importance of Performance Appraisal - Nationality - Jobrole)

**Levene's Test of Equality of Error Variances[a]**

Dependent Variable:Importance appraisal groups

| F | df1 | df2 | Sig. |
|---|---|---|---|
| 2.022 | 9 | 133 | .041 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

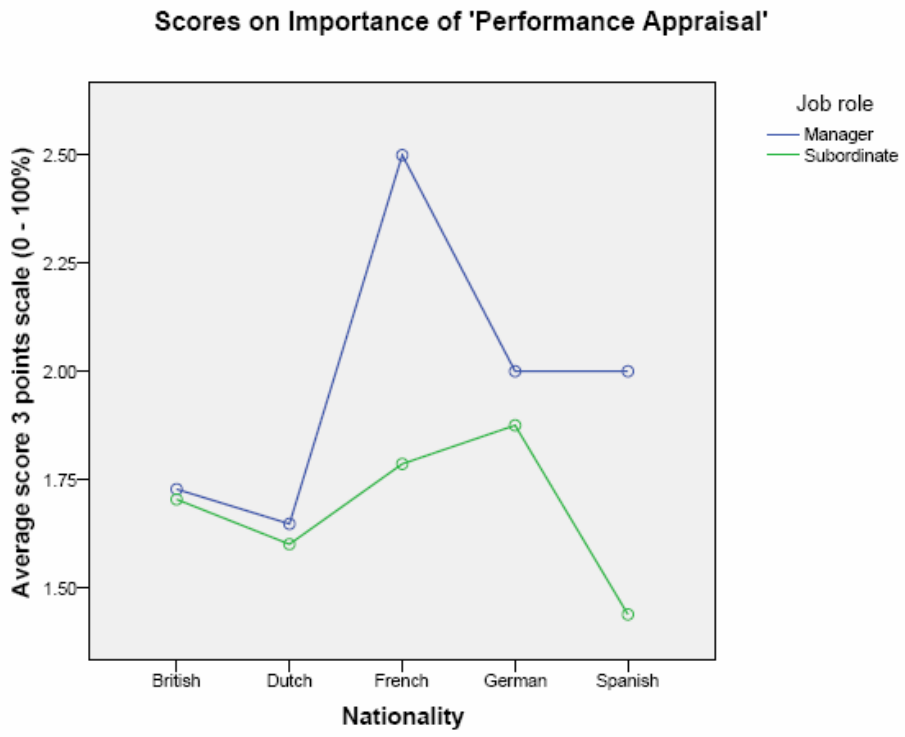
a. Design: Intercept + Q4Nationality + Q6Jobrole + Q4Nationality * Q6Jobrole

**Tests of Between-Subjects Effects**

Dependent Variable:Importance appraisal groups

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 3.823[a] | 9 | .425 | 1.162 | .325 | .073 |
| Intercept | 191.405 | 1 | 191.405 | 523.390 | .000 | .797 |
| Q4Nationality | 2.015 | 4 | .504 | 1.377 | .245 | .040 |
| Q6Jobrole | 1.242 | 1 | 1.242 | 3.397 | .068 | .025 |
| Q4Nationality * Q6Jobrole | 1.233 | 4 | .308 | .843 | .500 | .025 |
| Error | 48.638 | 133 | .366 | | | |
| Total | 462.000 | 143 | | | | |
| Corrected Total | 52.462 | 142 | | | | |

a. R Squared = .073 (Adjusted R Squared = .010)



Univariate Analysis of Variance (2 way ANOVA: Impotance of Focus on Personal Development-Nationality-Jobrole)

**Levene's Test of Equality of Error Variances[a]**

Dependent Variable:Importance PDFocus groups

| F | df1 | df2 | Sig. |
|---|---|---|---|
| 6.489 | 9 | 133 | .000 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

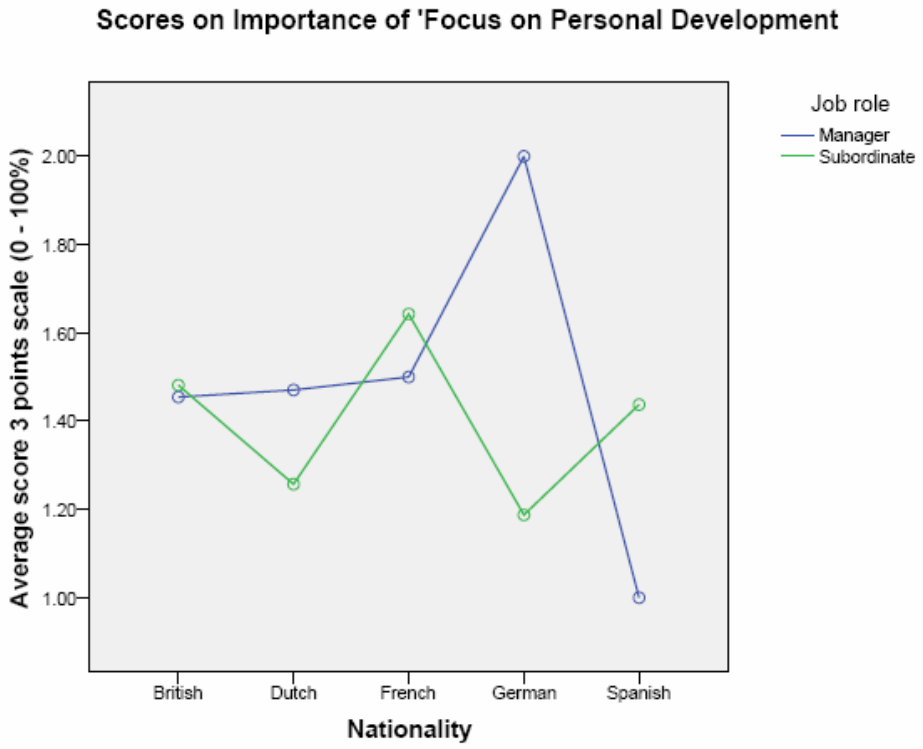
a. Design: Intercept + Q4Nationality + Q6Jobrole + Q4Nationality * Q6Jobrole

**Tests of Between-Subjects Effects**

Dependent Variable:Importance PDFocus groups

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 3.801[a] | 9 | .422 | 1.730 | .088 | .105 |
| Intercept | 119.346 | 1 | 119.346 | 488.728 | .000 | .786 |
| Q4Nationality | .994 | 4 | .249 | 1.018 | .401 | .030 |
| Q6Jobrole | .100 | 1 | .100 | .411 | .522 | .003 |
| Q4Nationality * Q6Jobrole | 2.007 | 4 | .502 | 2.055 | .090 | .058 |
| Error | 32.478 | 133 | .244 | | | |
| Total | 316.000 | 143 | | | | |
| Corrected Total | 36.280 | 142 | | | | |

a. R Squared = .105 (Adjusted R Squared = .044)



T-Test Individualism

[DataSet1] C:\Documents and Settings\koornr\Desktop\OU Afstudeeropdracht\Field research\DATA analysis\PDP survey data file.sav

**Group Statistics**

| | High or low Individualism | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Total reliable Initiative | 1.00 Low Individualism | 53 | 3.0991 | .54451 | .07479 |
| | 2.00 High Individualism | 90 | 3.1361 | .53154 | .05603 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) |
| Total reliable Initiative | Equal variances assumed | .793 | .375 | -.399 | 141 | .690 |
| | Equal variances not assumed | | | -.397 | 107.041 | .693 |

**Independent Samples Test**

| | | t-test for Equality of Means | | | |
|---|---|---|---|---|---|
| | | | | 95% Confidence Interval of the Difference | |
| | | Mean Difference | Std. Error Difference | Lower | Upper |
| Total reliable Initiative | Equal variances assumed | -.03705 | .09287 | -.22065 | .14654 |
| | Equal variances not assumed | -.03705 | .09345 | -.22231 | .14820 |

T-Test Role of Coach

[DataSet1] C:\Documents and Settings\koornr\Desktop\OU Afstudeeropdracht\Field research\DATA analysis\PDP survey data file.sav

**Group Statistics**

| | High or low Power Distance | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Total reliable role of Coach | 1.00 Low Power Distance | 108 | 2.9153 | .50556 | .04865 |
| | 2.00 High Power Distance | 35 | 2.8898 | .66112 | .11175 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | |
|---|---|---|---|---|---|
| | | F | Sig. | t | df |
| Total reliable role of Coach | Equal variances assumed | 3.084 | .081 | .240 | 141 |
| | Equal variances not assumed | | | .210 | 47.565 |

**Independent Samples Test**

| | | t-test for Equality of Means | | |
|---|---|---|---|---|
| | | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
| Total reliable role of Coach | Equal variances assumed | .811 | .02555 | .10642 |
| | Equal variances not assumed | .835 | .02555 | .12188 |

**Independent Samples Test**

| | | t-test for Equality of Means | |
|---|---|---|---|
| | | 95% Confidence Interval of the Difference | |
| | | Lower | Upper |
| Total reliable role of Coach | Equal variances assumed | -.18483 | .23593 |
| | Equal variances not assumed | -.21956 | .27066 |

T-Test Focus on Personal Development

[DataSet1] C:\Documents and Settings\koornr\Desktop\OU Afstudeeropdracht\Field research\DATA analysis\PDP survey data file.sav

**Group Statistics**

| | High or low Power Distance | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Total reliable Focus on Pers Dev | 1.00 Low Power Distance | 108 | 2.6883 | .65769 | .06329 |
| | 2.00 High Power Distance | 35 | 2.5810 | .57362 | .09696 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | |
|---|---|---|---|---|---|
| | | F | Sig. | t | df |
| Total reliable Focus on Pers Dev | Equal variances assumed | .868 | .353 | .864 | 141 |
| | Equal variances not assumed | | | .927 | 65.371 |

**Independent Samples Test**

| | | t-test for Equality of Means | | |
|---|---|---|---|---|
| | | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
| Total reliable Focus on Pers Dev | Equal variances assumed | .389 | .10732 | .12417 |
| | Equal variances not assumed | .357 | .10732 | .11579 |

**Independent Samples Test**

| | | t-test for Equality of Means | |
|---|---|---|---|
| | | 95% Confidence Interval of the Difference | |
| | | Lower | Upper |
| Total reliable Focus on Pers Dev | Equal variances assumed | -.13817 | .35280 |
| | Equal variances not assumed | -.12389 | .33853 |